NATIONAL EDUCATION ASSOCIATION

RESEARCH BULLETIN

VOL. XXXV • No. 1 FEBRUARY • 1957

The Status of the American Public-School Teacher

1957 Centennial Theme:

An Educated People Moves Freedom Forward

Published by the RESEARCH DIVISION of the
NATIONAL EDUCATION ASSOCIATION
of the UNITED STATES
1201 Sixteenth Street, N. W., Washington 6, D. C.

RESEARCH BULLETIN OF THE NATIONAL EDUCATION ASSOCIATION

Published four times each year in February, April, October, and December

President, MARTHA A. SHULL — Executive Secretary, WILLIAM G. CARR
Assistant Executive Secretary for Information Services: Frank W. Hubbard

Director of Research: Sam M. Lambert

Assistant Directors:
Hazel Davis, Madaline Kinter Remmlein, Victor O. Hornbostel, Ray C. Maul, Glen Robinson

Editorial Assistant: Beatrice Crump Lee

Chiefs of Sections:
Frances G. Bradley, Grace Brubaker, Irene Jacobs, Valdeane Rice, Evelyn B. Bowie

Research Assistants:
Louise B. Sease, Barbara L. Shidler, Martha L. Ware, Jean Flanigan, David Iwamoto

Executive and Editorial Offices . . . 1201 Sixteenth Street, N. W., Washington 6, D. C.

Copyright, 1957, by the National Education Association of the United States

Entered as second-class matter February 10, 1923, at the Post Office at Washington, D. C., under Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized February 10, 1923.

Subscriptions

Payment of the special $10 membership fee of the National Education Association entitles one to receive for one year the RESEARCH BULLETIN, the *Journal*, and the annual volume of *Addresses and Proceedings*. Two dollars of the above amount is for a year's subscription to the RESEARCH BULLETIN. NEA Life Members and members of certain departments also receive the RESEARCH BULLETIN.

The RESEARCH BULLETIN may be received regularly thru a special subscription at $2 per year.

Purchasing Copies

Additional copies of this issue of the RESEARCH BULLETIN may be obtained at the following prices, postpaid if remittance accompanies order:

Single copies, 50¢
2 to 9 copies—10% reduction
10 or more copies—20% reduction.

Orders for RESEARCH BULLETINS not accompanied by remittance are subject to transportation charges. Make checks payable to National Education Association.

Reproduction of Material in Research Bulletins

The contents of the RESEARCH BULLETIN are copyrighted. NEA departments and affiliated organizations may reproduce parts of these bulletins in their official journals without further authorization than this notice. However, when the quotations are used in books, bulletins, and reports sold commercially by individuals, organizations, or corporations written permission must be obtained. In all cases reproduction of RESEARCH BULLETIN materials must include the usual credit line. Address communications to the Director, Research Division, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

CONTENTS

	Page
USES FOR THE BULLETIN	4
I. INTRODUCTION	5
Scope of the Study	5
Basic Groupings	5
Organization of Report	6
II. THE TEACHER'S SCHOOL DISTRICT AND SCHOOL	7
III. THE TEACHER AND THE TEACHER'S FAMILY	9
Family Background	9
Age and Marital Status	9
Children	12
IV. THE TEACHER'S PREPARATION FOR TEACHING	13
Levels of Preparation	13
Type of Institution Attended	14
Recency of Preparation	14
Professional-Growth Requirements; Certification	14
V. THE TEACHER'S YEARS OF EXPERIENCE	16
Length of Service	16
Mobility of Teachers	17
Breaks in Teaching Service	17
A Four-Year Record	19
Substitute Service and Illness	19
VI. THE TEACHER'S INCOME AND FAMILY FINANCES	20
Teaching Salary	20
Supplemental Income	21
Family Income	22
Living Arrangements	23
Dependents	23
Ownership of Home and Automobile	24
Consumer Debt and Financial Position	24
VII. THE TEACHING ASSIGNMENT	26
Grades or Fields Taught	26
Size and Number of Classes	27
Instructional Strengths	29
Instructional Aids	30
Duties Other than Class Instruction	30
VIII. THE TEACHER AND THE COMMUNITY	31
Identification with the Community	31
Service in Community Activities	32
Voting and Politics	33
IX. THE TEACHER AND THE PROFESSION	36
Professional Organizations	36
Plans for Continued Service	36
A Preferred Career	38
Love of Teaching Tips the Balance	40
X. SUMMARY	41
The Man Teacher	41
The Woman Teacher	41
APPENDIX	42
TECHNICAL NOTE	63

USES FOR THE BULLETIN

STATE and local teachers associations will find the bulletin useful for discussion groups dealing with teacher welfare. It gives a heartening picture of how far the profession has come in the hundred years since the NEA was organized.

Tentative plans provide that the findings will be featured at a program at the Centennial Convention in Philadelphia, June 30-July 5, 1957. Plans are being considered also for a filmstrip, based on the report, to be used at Philadelphia and to be made available at low cost for local programs.

The bulletin makes it possible, when interpreting the teaching profession to the lay public, to replace a number of myths and stereotypes with the *facts* on today's teachers. In addition to providing a few surprises, the report confirms in detail certain general impressions as to handicaps under which the profession now works.

Individual teachers may use this report to assess their own profession against other occupations and to rethink their own personal relationships to the total picture. They will find much in the bulletin that will be a source of pride.

College and university professors of education will find in the bulletin much useful information for study and reference in classes on teaching as a profession.

Counselors, sponsors of future-teacher clubs, and others concerned with recruitment for teaching will find much helpful material for the attention of promising young people who should be attracted to teaching.

For any citizen who is concerned for the further advancement of public education, there is information here which will give added insight on which to base constructive efforts to advance the cause of education.

I. Introduction

Individual classroom teachers, giving precious time from busy April days in 1956, really wrote this bulletin. It remained for the NEA Research Division to put together, in statistics and text, the message of the vivid human documents that were written by thousands of teachers. It is a message of love of children, faith in America's future, and devotion to the teaching profession. Also, it is a record of limitations and handicaps still to be overcome.

Scope of the Study

Of the many problems that surround the teaching profession, no one special issue had a priority in planning the study reported in this bulletin. The purpose was to get a general picture of the professional, economic, and social status of the men and women who were serving the nation as public-school classroom teachers in the school year 1955-56. As the National Education Association, organized in 1857, goes into its second hundred years, the report may serve as a bench mark for further progress by the teaching profession.

Teachers were asked by questionnaire to give a wide range of personal and professional information. Only a few opinion-seeking questions were asked. The inquiry form was mailed in March 1956 to a stratified random sample of teachers. State and local school directories were the basis of the mailing list. School administrators in a few large cities that have no directories provided every 100th name from their personnel files.

In response to 12,098 questionnaires, 5602 usable replies were received. There were relatively fewer replies from rural than from urban teachers, and from women than from men teachers. Appropriate weights were assigned to correct for under-reporting of rural teachers and of women teachers.

Several items could be used as rough tests of the representativeness of the respondents—their average salary, class size in elementary urban schools, and the percent who belonged to the NEA. The salary and class size figures were closely similar to national averages; and, as expected, the percent of NEA members was somewhat above the national average. The Technical Note gives certain figures which justify the belief that in general a representative group of teachers replied.

Basic Groupings

The weighted distribution of teachers into 40.1 percent rural and 59.9 percent urban, and into 27.5 percent men and 72.5 percent

FIGURE I

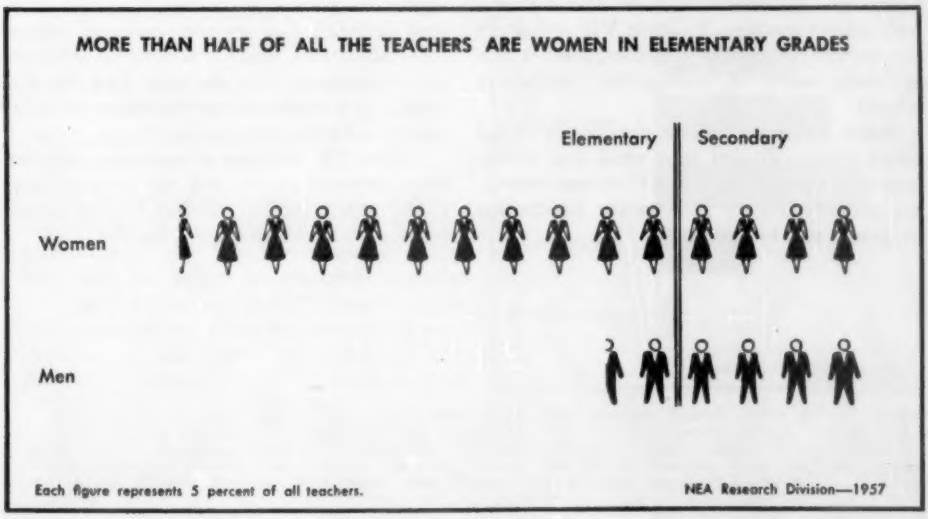


TABLE 1.—PERCENT DISTRIBUTION OF TEACHERS, BY TYPE OF SCHOOL DISTRICT, SEX, AND GRADES TAUGHT

Type of school district; sex	Elementary grades	Secondary grades	Total
1	2	3	4
Rural			
Men	4.3%	5.8%	10.1%
Women	24.8	5.2	30.0
Total	29.1%	11.0%	40.1%
Urban			
Men	4.3%	13.1%	17.4%
Women	28.3	14.2	42.5
Total	32.6%	27.3%	59.9%
Total			
Men	8.6%	18.9%	27.5%
Women	53.1	19.4	72.5
Total	61.7%	38.3%	100.0%

women, was based on data from the U. S. Office of Education and state education departments.

Ever since secondary education began to be reorganized into junior and senior high schools, it has been hard to distinguish between elementary and secondary grades. In this study, teachers were asked to identify the grades included in the schools where they taught, and to tell in what grades they were teaching and whether they were teaching all subjects or specified fields only.

Teachers were classified as elementary or secondary on the basis of their teaching assignments. Those who reported departmentalized subject teaching in Grade VII and above are counted as secondary teachers altho a few of them were in eight-grade elementary schools.

Table 1 shows a percent distribution of the entire group, divided into rural and urban, men and women, and elementary and secondary teachers. Figure I shows the distribution by grades and by sex.

Of the *men* teachers:

31.2 percent were elementary
68.8 percent were secondary

36.9 percent were rural
63.1 percent were urban.

Of the *women* teachers:

73.3 percent were elementary
26.7 percent were secondary

41.3 percent were rural
58.7 percent were urban.

Of the *elementary* teachers:

13.9 percent were men
86.1 percent were women

47.2 percent were rural
52.8 percent were urban.

Of the *secondary* teachers:

49.5 percent were men
50.5 percent were women

28.6 percent were rural
71.4 percent were urban.

Organization of Report

Nearly half of the bulletin consists of a statistical Appendix which gives information for men and women and for elementary and secondary teachers under separate rural and urban classifications. Also, for each item, the Appendix gives figures on the percent of respondents who replied that, given the opportunity, they would again choose to be teachers.

The text includes 10 sections, and is highlighted by graphic portrayals of certain findings. Included also are the results of various cross tabulations. Space is lacking for interpretative comments. For the most part the discussion is a matter-of-fact statement of what appear to be the most striking facts.

Section IX discusses relationships between items reported earlier and the teachers' attitudes toward teaching; Section X gives a composite portrait of the typical teacher.

II. The Teacher's School District and School

To draw a clear distinction between rural and urban teachers is as difficult as to separate elementary teachers from secondary. The NEA Research Division has developed a list of urban school districts, based on Census figures and information on district organization. All districts not on this urban list were treated as rural in classifying teachers for this report.

Teachers in the study were asked to identify the predominating types of areas in their school districts. A little more than one-fourth of both the rural and the urban teachers checked "urban and rural mixed."

Of all the teachers, 40.1 percent were in rural districts. The 59.9 percent who were in urban districts were in the following population groups:

500,000 and over	11.1%
100,000-499,999	13.7
30,000-99,999	12.0
10,000-29,999	12.9
5,000-9,999	6.7
2,500-4,999	3.5

Distributions by sex and by elementary or secondary assignment, for each type and size of school district, are shown in Appendix items 1 and 2.

Of the *rural* teachers:

25.3 percent were men
74.7 percent were women

72.7 percent were elementary
27.3 percent were secondary.

Of the *urban* teachers:

29.0 percent were men
71.0 percent were women

54.4 percent were elementary
45.6 percent were secondary.

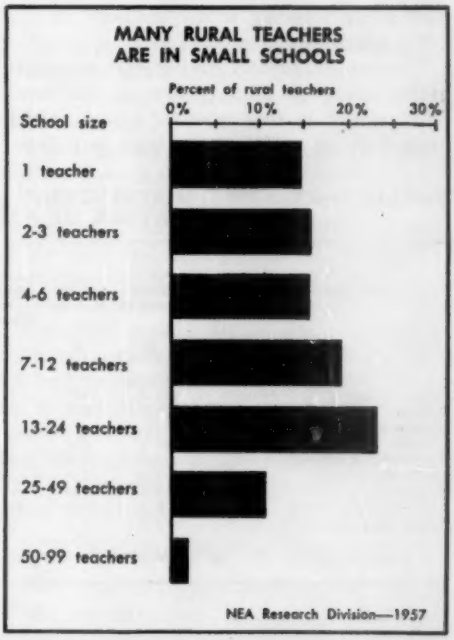
The regional distribution of the respondents is shown in Appendix items 3 and 4.[1] The figures show that the Southeast and the Northwest had highest percents of rural teachers. The Far West and New England had the highest percents of urban teachers and of men teachers; the Southwest and Southeast had the highest percents of women teachers. The Northwest was highest on percent of elementary teachers; New England, on percent of secondary teachers.

The median teacher was teaching in a school of 13-24 teachers—a group which included 27.4 percent of those reporting. About one-fifth taught in schools of fewer than seven teachers and not quite a fifth in schools of 50 or more teachers. The median elementary teacher worked in a school of 13-24 teachers; the median secondary teacher reported a school of 25-49 teachers.

Figures II and III and Table 2 give additional information on school size. Other details are found in Appendix item 5.

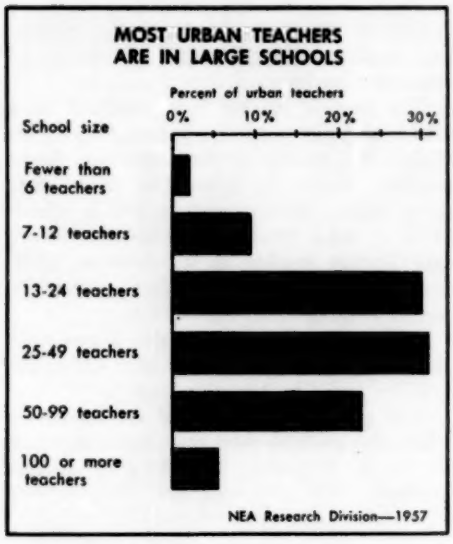
The grade organization of the schools in which the teachers were teaching is shown in Table 3. Appendix item 6 gives further details.

FIGURE II



[1] *New England:* Connecticut, Maine, Massachusetts, Rhode Island, New Hampshire, Vermont. *Middle Atlantic:* Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, West Virginia. *Southeast:* Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia. *Middle:* Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, Wisconsin. *Southwest:* Arizona, New Mexico, Oklahoma, Texas. *Northwest:* Colorado, Idaho, Kansas, Montana, Nebraska, North Dakota, South Dakota, Utah, Wyoming. *Far West:* California, Nevada, Oregon, Washington.

FIGURE III



The rural teachers who were in separate elementary schools were predominantly in eight-grade schools; urban teachers, in six-grade schools.

Teachers in schools having only secondary grades made up 29.6 percent of the total. They taught in four types of schools, which divided up on a 100-percent basis as follows:

TABLE 2.—TEACHERS IN EACH SIZE OF SCHOOL

Number of teachers in school where teaching	Type of district		Grades taught	
	Rural	Urban	Elementary	Secondary
1	2	3	4	5
1 teacher	100.0%	0.0%	100.0%	0.0%
2–3 teachers	99.1	0.9	99.7	0.3
4–6 teachers	87.9	12.1	90.0	10.0
7–12 teachers	56.6	43.4	78.5	21.5
13–24 teachers	34.1	65.9	70.5	29.5
25–49 teachers	19.1	80.9	47.1	52.9
50–99 teachers	5.1	94.9	19.4	80.6
100 or more teachers	0.0	100.0	2.9	97.1

15.1 percent junior high
20.0 percent junior-senior high
43.1 percent four-year high
21.8 percent senior high.

Only 12.9 percent of the rural teachers were in schools of the above four types, whereas 28.9 percent were in 11-grade or 12-grade elementary-secondary schools. Of the 12.9 percent of rural teachers reporting one of the four types of purely secondary schools, more than half were in four-year schools.

Of urban teachers, 40.6 percent were in one of the four types of exclusively secondary schools. Here, too, the four-year high school was dominant, claiming 39.6 percent of the teachers in these four types of schools. However, a substantial number (25.9 percent) were in three-year senior high schools.

TABLE 3.—PERCENT DISTRIBUTION OF TEACHERS ACCORDING TO GRADE ORGANIZATION OF SCHOOL WHERE TEACHING

Grades included in school	Rural districts	Urban school districts, by population							Total
		500,000 or more	100,000 to 499,999	30,000 to 99,999	10,000 to 29,999	5,000 to 9,999	2,500 to 4,999	Total urban	
1	2	3	4	5	6	7	8	9	10
Six-grade elementary	17.4%	35.5%	40.4%	46.1%	41.4%	30.6%	19.1%	38.5%	30.0%
Seven- or eight-grade elementary	39.9	14.0	14.7	8.3	10.5	14.2	15.1	12.4	23.4
Nine-grade elementary-junior high	0.9	2.7	2.4	1.9	1.0	1.3	1.5	1.9	1.5
Eleven- or twelve-grade elementary-high	28.9	0.7	1.7	1.5	5.3	18.0	38.7	6.2	15.3
Three-year junior high	0.5	13.2	9.9	8.5	2.9	0.5	0.5	7.1	4.5
Junior-senior high	4.4	5.5	6.9	3.6	7.2	13.4	10.0	6.9	5.9
Four-year high	7.7	17.0	11.8	14.0	21.2	18.8	13.1	16.1	12.8
Three-year senior high	0.3	9.8	12.1	16.0	10.5	3.2	2.0	10.5	6.4
Others (ungraded, etc.)	0.0	1.6	0.1	0.1	0.0	0.0	0.0	0.4	0.2
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

III. The Teacher and the Teacher's Family

The teacher can be so influential upon American ideals and tastes that it is significant to know something of the teacher's background and personal status in relation to American life in general.

Family Background

Each teacher was asked to mark a checklist of six items to show the predominating type of occupation of the teacher's father. Figure IV shows a distribution of teachers by paternal occupation. See also Appendix item 7.

A rough approximation of the family backgrounds of the adult population comparable to teachers in age may be found in the occupational figures for the total population reported in 1910.[1] The following figures compare the 1910 distribution of all gainful workers with a percent distribution of teachers by their fathers' occupational status:

	All gainful workers, 1910	*Distribution of teachers according to father's occupation*	
		Men	*Women*
Farmers	16.4%	25.8%	33.9%
Unskilled	35.9	8.6	5.1
Skilled and semiskilled	26.5	29.0	20.2
Clerical and sales	10.2	5.5	6.5
Managerial or self-employed	6.7	18.6	21.6
Professional and semiprofessional	4.3	12.5	12.7

The figures suggest that today's teachers have come from the families of farmers, managerial and self-employed, professional and semiprofessional workers in larger proportions than is true of adult Americans in general. Conversely, it would seem that fewer teachers than other adults are children of unskilled workers and clerical and sales workers.

By size of urban school district, the proportion of teachers who came from farms was only 8.6 percent in the largest districts (500,000 population or more) but was higher in each succeeding group, reaching 34.2 percent in those of 2500-4999 population.

When older and younger teachers were compared, the only marked difference in family background was in the percent from farm families. It was 38.3 percent among teachers over 55 years of age and only 23.9 percent for teachers under 26.

The differences between younger and older teachers seem to show a logical transition from Coffman's pioneer study.[2] His 1911 report on teachers in 17 states showed that 69.7 percent of the men and 44.8 percent of the women came from farms. Only 7.0 and 7.5 percent respectively were children of professional men.

Teaching, to some extent, seems to run in families. Teachers were asked if parents, brothers, or sisters had been teachers prior to the respondent's choice of the profession. The answer was Yes from 33.6 percent of the men, 42.5 percent of the women, 43.2 percent of the rural, and 37.9 percent of the urban teachers.

TABLE 4.—MEDIAN AGES OF TEACHERS, BY SEX

Groups of teachers	Men	Women
1	2	3
Type and size of school district		
Rural	34.9 years	45.5 years
Urban, by population		
500,000 or more	38.9	46.7
100,000–499,999	36.3	44.9
30,000–99,999	36.8	45.6
10,000–29,999	34.8	44.5
5,000–9,999	33.8	46.4
2,500–4,999	33.7	45.1
All urban	35.6	45.4
Regions[a]		
New England	34.0	44.2
Middle Atlantic	38.1	47.2
Southeast	34.8	42.9
Middle	35.4	46.7
Southwest	36.7	43.9
Northwest	32.9	43.4
Far West	33.6	44.2
Grades in which teaching		
Elementary	33.9	45.5
Secondary	36.1	45.5
All teachers	35.4	45.5

[a] For states comprising each region, see page 7.

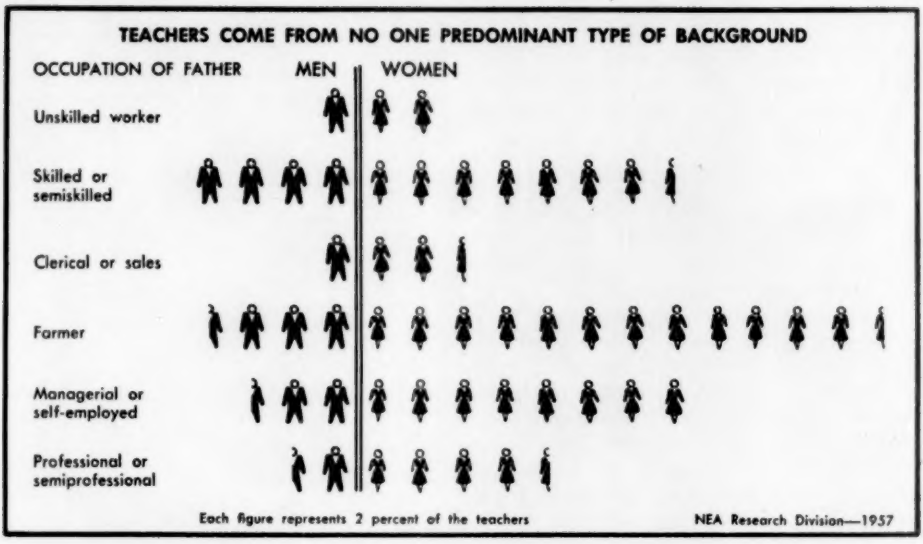
Age and Marital Status

Men made up slightly more than one-fourth of the teachers; their median age was 35.4 years; 82.7 percent were married.

[1] U. S. Department of Commerce, Bureau of the Census. *Historical Statistics of the United States: 1789-1945.* Washington, D. C.: Superintendent of Documents, Government Printing Office, 1949. p. 65.

[2] Coffman, Lotus Delta. *The Social Composition of the Teaching Population.* Contributions to Education, No. 41. New York: Teachers College, Columbia University, 1911. p. 73.

FIGURE IV



Women, who comprised nearly three-fourths of the total, had a median age of 45.5 years; 54.0 percent were married.

The relative percents of men and women in each of five age groups are as follows:

	Men	*Women*
Under 26 years	19.6%	80.4%
26-35 years	51.4	48.6
36-45 years	26.7	73.3
46-55 years	15.8	84.2
56 years or over	17.4	82.6

Men were actually in the majority—51.4 percent—among teachers in the 10-year span of 26 to 35 years of age.

Rural-urban, regional, and elementary-secondary differences in median ages of teachers were slight, as shown in Table 4.

Appendix items 8 and 9 give basic data on age and marital status. Figure V also shows related information. Age distributions by sex and marital status are shown in Table 5.

Part of the decrease of men in the upper age groups may stem from the fact that the percent of men teachers was lower in the 1920's and 1930's than it is now. But in large part it represents the loss of men from classroom teaching.

Clearly the larger percents of married women above age 35 represent a return to teaching after breaks in service due to marriage and maternity. The falling off in the percent of single women aged 31 thru 45 represents both marriage and losses to other occupations. The high proportions of single women in the ages above 45 probably represent in part the older tradition of unmarried career women.

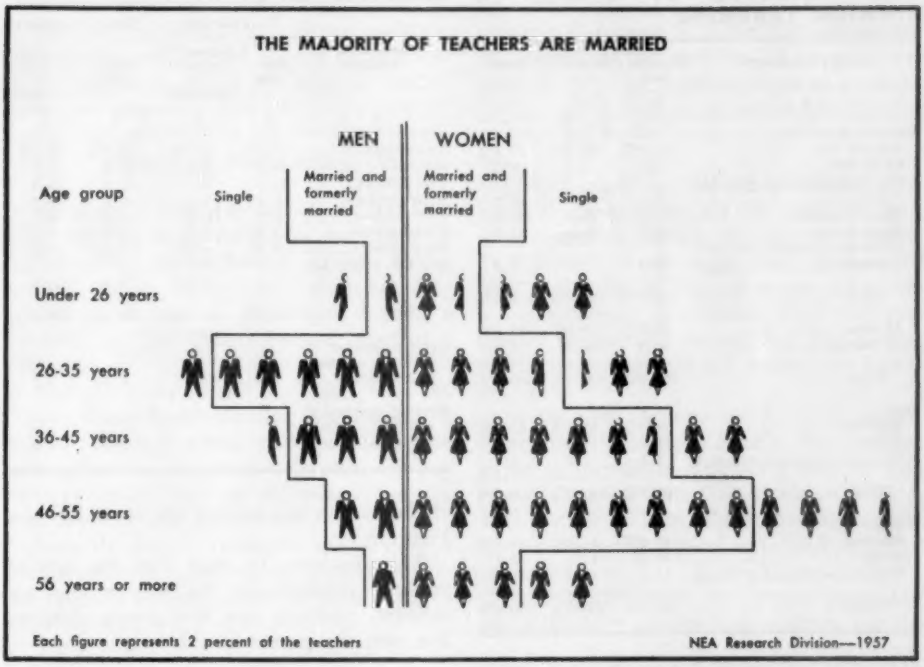
Table 6 shows a distribution of teachers by sex and marital status according to grades in which teaching. Married men greatly outnumber single men in both elementary and secondary grades. Married women are likewise much more numerous than single women in elementary grades, but at the secondary level the single women are in the lead.

Certain comparisons may be made of teachers with other workers. The large number of men teachers below age 36 has been mentioned. In the total labor force in 1950, only 24.5 percent of the men were in the age group of 25-34 years, in contrast with 45.4 percent of men teachers aged 26-35 years.[8]

Information is available on the marital status of women aged 20-64 years in the 1955

[8] U. S. Department of Commerce, Bureau of the Census. *Statistical Abstract of the United States: 1956.* Washington, D. C.: Superintendent of Documents, Government Printing Office, 1956. p. 196.

FIGURE V



labor force.[4] The percent of married women was about the same for teachers as for the total—54.0 percent for teachers, 56.8 percent for the labor force. But there were more single women among teachers—34.1 percent, in contrast with 20.0 percent in the female labor force. And there were fewer divorced, separated, and widowed among teachers—11.9

[4] *Ibid.*, p. 205.

TABLE 5.—AGE OF TEACHERS, BY SEX AND MARITAL STATUS

Age group	Men				Women				Total
	Married	Single	Separated, divorced, or widowed	Total men	Married	Single	Separated, divorced, or widowed	Total women	
1	2	3	4	5	6	7	8	9	10
Under 21 years	0.1%	1.7%	0.0%	0.3%	0.2%	1.7%	0.0%	0.7%	0.6%
21–25 years	4.1	24.6	0.0	7.1	8.6	18.5	0.2	11.0	9.9
26–30 years	21.2	30.5	20.7	22.6	8.8	12.0	1.1	9.0	12.7
31–35 years	23.9	17.8	13.8	22.8	8.6	6.0	5.8	7.4	11.6
36–40 years	13.8	8.9	17.2	13.1	12.0	5.5	6.2	9.1	10.2
41–45 years	9.8	6.3	10.3	9.4	17.9	9.6	11.9	14.3	13.0
46–55 years	18.4	8.5	20.7	16.9	35.6	29.0	44.5	34.4	29.6
56–65 years	7.3	1.7	13.8	6.6	7.8	15.7	27.0	12.8	11.1
66 years or over	1.4	0.0	3.5	1.2	0.5	2.0	3.3	1.3	1.3
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Median years of age	36.3	29.9	40.5	35.4	44.3	44.3	51.6	45.5	42.9
Percent distribution by sex and marital status	22.8%	4.2%	0.5%	27.5%	39.1%	24.8%	8.6%	72.5%	100.0%

TABLE 6.—SEX AND MARITAL STATUS OF TEACHERS, BY GRADES IN WHICH TEACHING

Groups of teachers	Elementary	Secondary	Total
1	2	3	4
Men and women			
Married men	11.1%	41.7%	22.8%
Single men	2.6	6.9	4.2
Divorced, separated, widowed men	0.3	0.9	0.5
Married women	50.4	20.8	39.1
Single women	25.2	24.0	24.8
Divorced, separated, widowed women	10.4	5.7	8.6
Total	100.0%	100.0%	100.0%
All men	14.0%	49.5%	27.5%
All women	86.0	50.5	72.5
Total	100.0%	100.0%	100.0%
Men			
Married	79.5%	84.2%	82.7%
Single	18.2	14.0	15.4
Divorced, separated, widowed	2.3	1.8	1.9
Total	100.0%	100.0%	100.0%
Women			
Married	58.6%	41.3%	54.0%
Single	29.3	47.4	34.1
Divorced, separated, widowed	12.1	11.3	11.9
Total	100.0%	100.0%	100.0%

percent as against 23.2 percent of the labor force.

Children

Appendix item 10 shows the percents of teachers having various numbers of children. It shows for *all* teachers—single as well as married—an average of 1.1 child; for men teachers, 1.5; for women teachers, 0.9.

Table 7, limited to *married* teachers, shows that 80.7 percent of the men and 66.2 percent

TABLE 7.—NUMBER OF CHILDREN

Number of children	Men teachers		Women teachers	
	Married	Separated, divorced, or widowed	Married	Separated, divorced, or widowed
1	2	3	4	5
No children	19.3%	33.3%	33.8%	26.8%
One child	24.6	33.3	24.6	31.7
Two children	31.6	16.7	22.9	23.4
Three children	15.1	6.7	10.9	10.8
Four children	5.9	10.0	4.5	4.2
Five children	2.3	0.0	1.9	1.5
Six children	0.5	0.0	1.0	0.6
Seven or more children	0.7	0.0	0.4	1.0
Total	100.0%	100.0%	100.0%	100.0%
Average number of children of married teachers	1.8	1.3	1.4	1.5
Average number of children of those having children	2.2	1.9	2.1	2.0

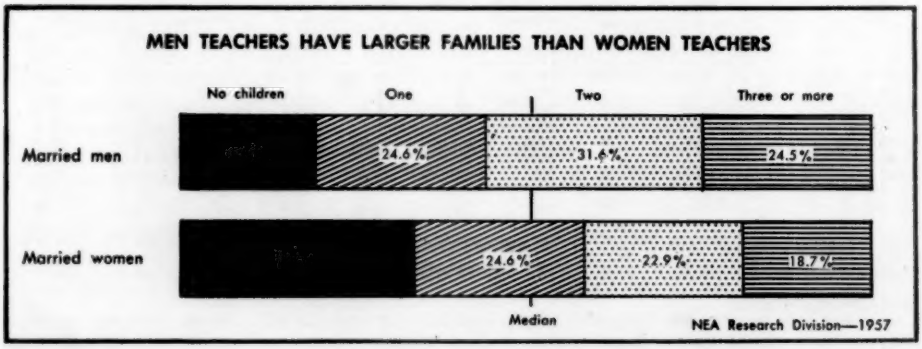
of the women had at least one child. See also Figure VI.

Appendix item 11 deals with the ages of teachers' children. Of the women who are mothers, relatively few have young children. For men the picture is different:

	Men	*Women*
All children *under* 12 years of age	60.9%	24.8%
All children 12 or more years of age	23.0	59.2
Other combinations of ages	16.1	16.0

These figures are consistent with those on the age of married women teachers and the known pattern of women teachers' returning to the classroom following an absence of some years for child-rearing.

FIGURE VI



IV. The Teacher's Preparation for Teaching

The teachers cooperating in the study reported on the extent and recency of their college preparation and on the types of institutions attended.

Levels of Preparation

More than three-fourths of the teachers who reported had received a bachelor's or higher college degree. Nearly a fourth held a master's degree. More than a tenth had completed a full year of preparation beyond a master's, but less than 1 percent reported a doctorate.

Appendix items 12 and 13, Figure VII, and Tables 8 and 9 give detailed information. In general, levels of preparation were higher in urban than in rural school districts, for secondary teachers than for elementary, and for men teachers than for women.

Since the bachelor's degree is so clearly a basic qualification, the percent of teachers having master's degrees becomes a useful measure for comparing levels of preparation.

Table 8, column 3, shows that the percent of master's-degree teachers is about three times as large in urban districts as in rural. Among urban districts the larger districts tend to command higher levels of teaching preparation.

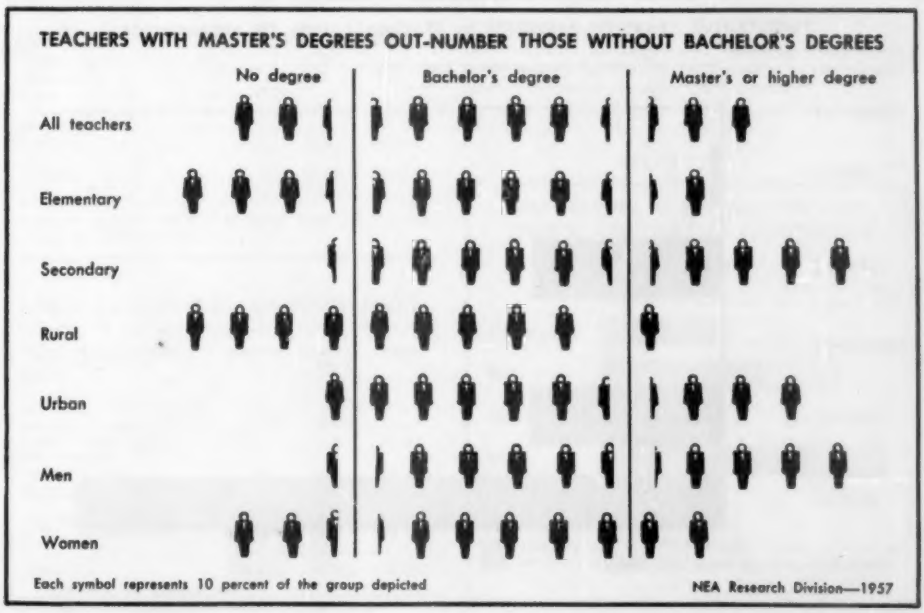
Differences in marital status were also related to preparation. Of the men teachers, 43.3 percent of the married, as contrasted to 34.3 percent of the single, had the master's or a higher degree. Among women there was a marked reverse relationship. Only 11.7 percent of the married women, but 28.1 percent of the single women, had master's or higher degrees.

In the past 25 years the levels of teacher preparation have risen greatly. Figure VIII shows an increase in elementary teachers with master's degrees from 0.6 percent in 1931 to 12.8 percent in 1956. For secondary teachers the corresponding figures were 12.9 and 43.7 percent.[1]

As compared with the general population and with other professional workers, teachers

[1] Evenden, E. S. *National Survey of the Education of Teachers: Summary and Interpretation.* U. S. Department of the Interior, Office of Education, Bulletin 1933, No. 10, Vol. VI. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1935. Computed from figures on p. 42 and 49.

FIGURE VII



stand high in years of college work. Of the teachers reporting, 78.8 percent had completed four years or more of college. According to the 1950 Census, only 6.0 percent of the population 25 years of age or more[2] and only 49.3 percent of professional, technical, and kindred workers had completed four years of college.[3]

Type of Institution Attended

The early tradition was for the elementary-school teacher to be prepared in a normal school and for the high-school teacher to be the graduate of a liberal arts college. The old pattern persists, but there are many exceptions. (See Appendix item 14.)

More than half the elementary teachers (53.3 percent) had attended a public teachers college, but only slightly more than a fourth (26.7 percent) of the secondary teachers. A large majority of all teachers (74.7 percent) had attended some type of publicly supported institution.

Recency of Preparation

All professions expect their members to keep up with new discoveries and ideas that may affect their professional practice. The reports from teachers show that large proportions of them are continuing to study. Information is summarized in Table 10.

One third of the teachers had received their highest degrees during the period of less than four and a half years since 1951. Appendix item 15 gives further details.

As Table 10, column 4, shows, a third of the teachers had attended college summer sessions in 1955 or 1954. During the four summers of 1952 thru 1955, 45.9 percent had attended summer school at least once.

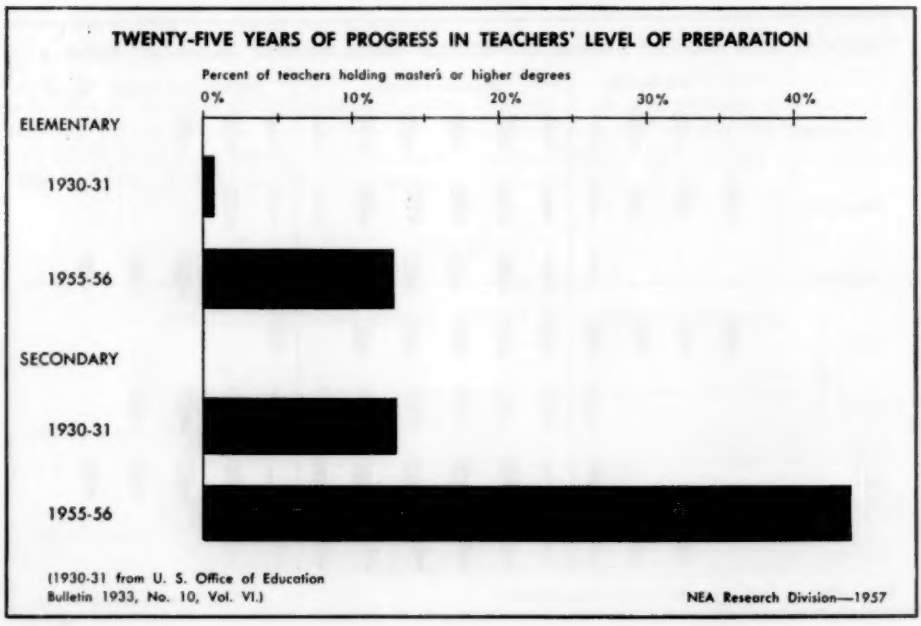
Professional-Growth Requirements; Certification

Continued professional study is sometimes required by state certification laws or local salary schedules.

[2] U. S. Department of Commerce, Bureau of the Census. *Statistical Abstract of the United States: 1956*. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1956. p. 112.

[3] U. S. Department of Commerce, Bureau of the Census. *Occupational Characteristics*. 1950 Population Census, Special Report P-E, No. 1B, Vol. IV, Part I, Chapter B. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1956. p. 107.

FIGURE VIII



As Table 11 shows, 43.1 percent of the teachers were required to take courses periodically.

Due to the shortage of qualified teachers, temporary or emergency certificates are sometimes issued, pending the meeting of professional standards. Appendix item 16 shows that 6.3 percent of the teachers held such temporary certificates and 3.3 percent held "regular" certificates that did not meet current requirements for their positions.

The percent of temporary and substandard certificates was about the same for men and women. As Figure IX shows, it was higher for rural than for urban teachers, and higher for elementary than for secondary teachers.

TABLE 8.—LEVELS OF TEACHERS' PREPARATION

Groups of teachers	With no standard degree[a]	With master's or higher degree
1	2	3
Type and size of school district		
Rural	39.2%	11.5%
Urban, by population		
500,000 or more	9.8	43.0
100,000–499,999	7.0	32.7
30,000–99,999	8.8	33.0
10,000–29,999	11.5	34.1
5,000–9,999	17.4	24.9
2,500–4,999	20.7	20.7
All urban	10.9	33.3
Sex, and grades in which teaching		
Men		
Elementary	17.1	24.3
Secondary	3.0	50.0
Women		
Elementary	36.9	10.9
Secondary	2.9	37.5
All men	7.4	42.0
All teachers	22.2%	24.6%

[a] Includes teachers reporting a degree based on less than four years of college preparation.

TABLE 9.—HIGHEST DEGREE HELD

Highest degree held	Elementary	Secondary	Total
1	2	3	4
No standard degree	34.1%	3.0%	22.2%
Bachelor's degree	53.1	53.3	53.2
Master's degree			
Less than 6 years	8.3	25.1	14.7
6 years or more	4.5	17.8	9.6
Total with master's	12.8	42.9	24.3
Doctor's degree	0.0	0.8	0.3
Total	100.0%	100.0%	100.0%

TABLE 10.—RECENCY OF TEACHERS' PREPARATION

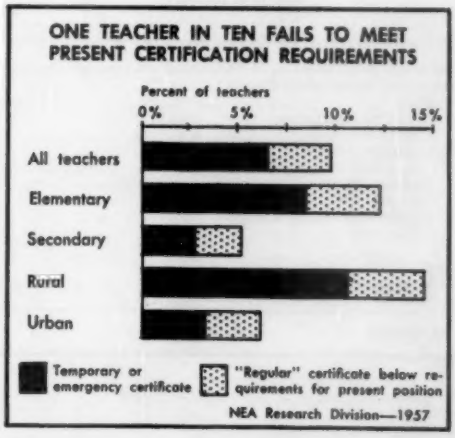
Most recent year	When highest degree was conferred	When most recent college course was completed	When summer school was most recently attended
1	2	3	4
Before 1925	4.0%	0.8%	1.0%
1925–1934	15.0	3.5	4.4
1935–1944	19.9	8.0	9.7
1945–1949	13.5	6.5	8.9
1950–1951	14.7	8.9	9.4
1952–1953	14.2	14.9	11.8
1954	7.9	14.4	11.9
1955	8.4	26.8	22.2
1956	2.4	16.2	....
No summer school	....	....	20.7
Total	100.0%	100.0%	100.0%
Percent since 1951	32.9%	72.3%	45.9%

TABLE 11.—REQUIREMENTS FOR ADDITIONAL COLLEGE COURSES

Type and size of school district	Courses required[a]	Courses not required, but some pressure[a]	Courses not required or urged[a]
1	2	3	4
Rural	41.9%	30.0%	28.1%
Urban, by population			
500,000 or more	29.8	35.2	35.0
100,000–499,999	51.8	23.5	24.7
30,000–99,999	47.1	30.8	22.1
10,000–29,999	48.5	28.8	22.7
5,000–9,999	40.2	32.6	27.2
2,500–4,999	35.5	31.0	33.5
All urban	43.8	29.7	26.5
All teachers	43.1%	29.8%	27.1%

[a] In reply to question, "Are you *required* to take an additional college course or courses every few years?"

FIGURE IX



V. The Teacher's Years of Experience

The well-worn jibe that "teaching isn't a profession, it's a procession" begins to lose its point. Shifts and lack of continuity are still found, but progress toward a stable profession is apparent.

Length of Service

The median teacher who reported in 1956 had completed 13.1 years of teaching, 6.7 of which had been completed in the system where then teaching. As in so many other items, marked differences were noted between men and women. The median total experience for men was 8.0 years; for women, 15.4 years. See also Figure X and Table 12.

Elementary teachers and urban teachers reported slightly longer experience than secondary and rural teachers.

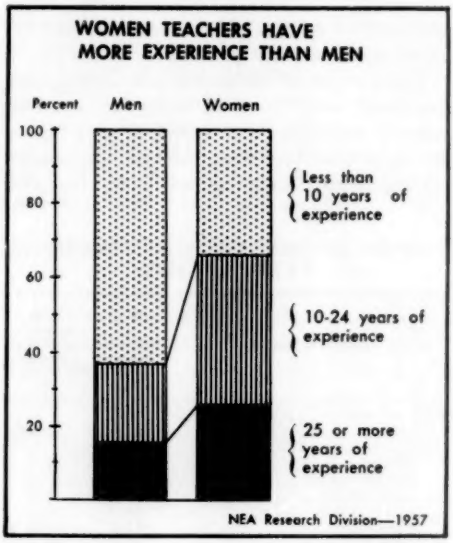
Teachers in big cities had taught longer and with more years of local experience than teachers in smaller cities.

Information for 1931 [1] shows that the median length of experience reported by teachers has almost doubled in the past quarter of a century:

	1931	*1956*
Elementary	7.9 years	13.5 years
Secondary	6.2	12.3

Appendix items 17 and 18 show distributions by years of experience. About a tenth of the teachers were in their first or second year of experience; about a fourth in their first or

FIGURE X



[1] Evenden, Edward S.; Gamble, Guy C.; and Blue, Harold G. *National Survey of the Education of Teachers: Teacher Personnel in the United States.* U. S. Department of the Interior, Office of Education, Bulletin 1933, No. 10, Vol. II. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1935. p. 28-37.

TABLE 12.—MEDIAN YEARS OF TEACHING EXPERIENCE

Groups of teachers	Now teaching in elementary grades		Now teaching in secondary grades		Total	
	Years where now employed	Total years	Years where now employed	Total years	Years where now employed	Total years
1	2	3	4	5	6	7
Type and size of school district						
Rural	4.9	13.6	4.6	8.6	4.9	12.2
Urban, by population						
500,000 or more	9.3	12.1	17.4	19.1	13.0	15.7
100,000–499,999	7.7	13.6	9.2	15.9	8.4	14.4
30,000–99,999	7.5	13.9	9.8	15.9	8.6	14.8
10,000–29,999	6.3	12.4	7.1	13.0	6.6	12.7
5,000–9,999	6.9	15.1	6.1	11.3	6.6	13.4
2,500–4,999	6.1	13.8	5.0	9.6	5.5	11.9
All urban	7.4	13.3	9.1	14.9	8.2	14.0
Sex						
Men	3.5	6.2	5.8	8.7	4.8	8.0
Women	7.0	14.8	9.6	17.2	7.6	15.4
All teachers	6.2	13.5	7.5	12.3	6.7	13.1

second year of experience in the system where then employed.

Mobility of Teachers

Teachers share the national custom of moving around. Appendix item 19 shows the percents of teachers who had worked in varying numbers of systems. The median teacher had taught in 2.6 systems. In view of the women's longer experience, shown in Appendix item 17, the figures show a higher rate of mobility for men teachers than for women. Women had averaged about five and a half years in each of 2.8 systems; men had averaged less than four years in each of 2.2 systems. Rural teachers showed greater mobility than urban.

Teachers in the larger cities had made the fewest moves. Of those in urban districts 500,000 or more in population, 64.3 percent had taught in only one system.

Breaks in Teaching Service

Seven out of 10 of the men and of the single women teachers reported uninterrupted teaching careers—no breaks in service of as much as one year. But only a third of the married women reported unbroken service; a fourth of them reported *two or more* extended absences. Tables 13 and 14, and Appendix items 20, 21, and 22 give related data.

TABLE 13.—CONTINUITY OF TEACHING SERVICE

Groups of teachers	Number of breaks of as much as one year		
	None	One	Two or more
1	2	3	4
Type and size of school district			
Rural	41.0%	36.8%	22.2%
Urban, by population			
500,000 or more	63.8	22.5	13.7
100,000–499,999	61.7	28.3	10.0
30,000–99,999	57.5	31.3	11.2
10,000–29,999	54.7	33.1	12.2
5,000–9,999	53.6	31.9	14.5
2,500–4,999	51.3	32.2	16.5
All urban	58.2	29.5	12.3
Sex and marital status			
Men			
Married	69.0	23.6	7.4
Single	75.9	19.5	4.6
Women			
Married	31.5	42.7	25.8
Single	72.0	20.9	7.1
Married and previously married women, by number of children			
No children	56.3	28.0	15.7
1 child	19.2	54.3	26.5
2 children	16.4	50.8	32.8
3 children	15.9	46.6	37.5
4 or more children	11.2	53.6	35.2
Teachers with master's or higher degrees	57.8	30.4	11.8
All teachers	51.3%	32.4%	16.3%

TABLE 14.—REASONS FOR MOST RECENT BREAK IN CONTINUITY OF SERVICE

Reasons for most recent break in service	Married	Single	Elementary	Secondary	Total
1	2	3	4	5	6
Men					
Further study	20.0%	27.9%	17.0%	21.6%	20.1%
Employment in a nonteaching position	37.8	26.2	44.9	32.7	36.6
Military service	37.1	41.0	32.6	40.3	37.9
Ill health	2.3	3.3	4.1	0.9	1.9
Dismissal or forced resignation from teaching	1.3	0.0	0.7	1.6	1.3
Other reasons	1.5	1.6	0.7	2.9	2.2
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Percent of the group who reported one or more breaks in service	31.0%	24.1%	30.5%	29.7%	30.0%
Women					
Marriage or full-time homemaking	40.1%	...	39.1%	27.9%	36.4%
Maternity or child rearing	37.1	...	28.1	27.7	28.0
Husband's transfer to another community	6.1	...	5.0	3.6	4.7
Further study	5.1	44.7%	10.2	17.1	11.8
Employment in a nonteaching position	6.6	25.2	8.0	15.2	9.7
Military service	0.0	3.6	0.3	1.5	0.6
Ill health	2.5	11.0	4.2	3.6	4.0
Dismissal or forced resignation from teaching	1.7	3.9	2.3	1.3	2.1
Other reasons	0.8	11.6	2.8	2.1	2.7
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Percent of the group who reported one or more breaks in service	68.5%	28.0%	58.3%	49.0%	55.8%

Table 13 shows a steady progression from the smallest to the largest urban districts in continuity of teaching service.

The relationship of maternity to the careers of married women teachers is shown in the fact that 56.3 percent of the childless married women reported continuous service, as compared with only 19.2 percent for teachers having one child.

Table 14 supplements figures in Appendix item 21 on reasons for the most recent breaks in service. Altho the information was given by persons who liked teaching enough to return to it, the figures may throw some light on reasons why teachers leave the profession permanently.

For men teachers, military service and employment in nonteaching positions accounted for 37.9 and 36.6 percent, respectively, of their most recent breaks in service.

Marriage, maternity, and mobility of husbands accounted for 83.3 percent of the breaks in service of married women teachers.

Further study was mentioned by 44.7 percent of the single women as a cause of absences of a year or more.

Appendix item 22 reports the number of years that teachers had been absent from teaching since beginning to teach. The figures gain significance when compared with those

TABLE 15.—FOUR YEARS OF EXPERIENCE, REPORTED BY TEACHERS IN APRIL 1956[a]

Employment status	April 1954	April 1955	April 1956	Expected 1956-57
1	2	3	4	5
Teaching where employed in April 1956	74.8%	84.9%	100.0%	86.8%
Teaching in another school system	8.9	5.6	....	6.6[b]
Teaching in private school	0.4	0.3	....	[b]
Attending college	7.5	4.5	....	0.7
Working in a nonteaching position	2.9	1.4	....	1.5
In military service	0.9	0.3	....	[c]
Full-time homemaking	4.1	2.6	....	1.6
Full-time homemaking, due to approaching maternity	....	....	....	0.9
Retired	....	....	....	0.6
Other status	0.5	0.4	....	1.3[c]
Total	100.0%	100.0%	100.0%	100.0%

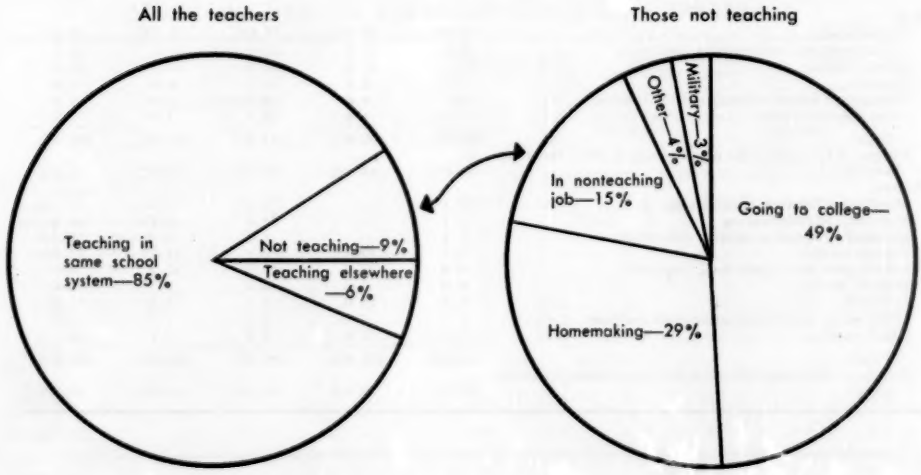
[a] Majority of replies received in April; remainder, in May or early June.

[b] Question on plans for 1956-57 did not include private-school teaching as a separate item; the phrase used was "teach elsewhere."

[c] Question on plans for 1956-57 did not list military service; those who specified military service are included under "other status."

FIGURE XI

WHAT THE APRIL 1956 TEACHERS WERE DOING IN APRIL 1955



NEA Research Division—1957

TABLE 16.—EMPLOYMENT STATUS OVER FOUR SCHOOL YEARS, BY SEX AND MARITAL STATUS

(Reported by teachers in April and May 1956, for April 1954, April 1955, and as planned for school year 1956-57)

Status or change	Men teachers		Women teachers		
	Married	Single	Married	Single	
1	2	3	4	5	
Total remaining in teaching all four years					
In same school system	66.0%	42.9%	66.8%	72.0%	
In more than one school system	15.5	12.0	10.2	9.6	
Total remaining in teaching	81.5%		54.9%	77.0%	81.6%
Making one change					
From nonteaching position to teaching	5.1%	6.9%	1.0%	1.0%	
From teaching to nonteaching position (1956–57)	2.5	2.1	0.3	0.7	
From full-time homemaking to teaching	...	...	8.6	0.4	
From teaching to full-time homemaking (1956–57)	...	...	3.3	0.7	
One change other than one of the four preceding[a]	7.6	24.9	5.5	12.6	
Total making one change	15.2%		33.9%	18.7%	15.4%
More than one change	3.3		11.2	4.3	3.0
Total	100.0%		100.0%	100.0%	100.0%

[a] For many this was a change from college attendance to teaching.

in item 17. Both rural and urban men had spent about a tenth as much time away from teaching as in active service; this was also true of urban women. But rural women had spent about a third as much time away from teaching as on the job.

A Four-Year Record

The teachers who reported in April and May 1956 were asked to report their employment status in April 1954 and April 1955, and their expectations for 1956-57. Replies are summarized in Appendix items 23, 24, 25, and 26 and in Tables 15 and 16.

The occupational status of the teachers for each of the four years is shown in Table 15. Three-fourths of the teachers had taught in the same school system two years earlier; 84.9 percent had taught in the same system the year before, and 86.8 percent were expecting to stay where they were the next year.

Light on teacher supply and demand is given by columns 3 and 5 of Table 15, which show what the teachers had done in 1954-55 and what they planned for 1956-57. The year before, 4.5 percent had been in college. A slightly larger group—4.7 percent—had been in other pursuits, such as full-time homemaking, nonteaching positions, and military service. Figure XI gives the facts in graphic form. Column 5 of Table 15 shows that the sources of supply that had contributed to building up the 1955-56 staffs (with the exception of college attendance) promised to be avenues of departure in 1956-57 to about the same numbers of teachers.

Appendix item 26 and Table 16 summarize the four-year story. It shows greater restlessness among unmarried men than among married men or either single or married women.

Substitute Service and Illness

The importance of substitutes as a source of teacher supply is shown in the fact that 28.3 percent of all the teachers reporting had at one time been substitutes. Among women teachers the proportion was 33.7 percent. Appendix item 27 gives the figures.

Teachers who had taught the full school year 1954-55 were asked to report the number of days they had been absent that year because of illness. Appendix item 28 shows that 58.1 percent of the rural teachers and 39.7 percent of the urban reported no absence due to illness in the entire school year. The percent with no absence was 54.1 percent for men teachers and 44.2 percent for women. The median absence for all teachers was 1.3 days for the year. Only 4.3 percent reported as much as 10 days of absence due to illness.

VI. The Teacher's Income and Family Finances

Because the typical teacher is a member of a family unit, the information collected on the teacher's income went beyond his own personal salary and supplemental earnings. Various questions dealt with the total consumer unit of which the teacher was a member. Salary received for teaching, however, is the most important single element to consider in evaluating the teacher's economic status.

Teaching Salary

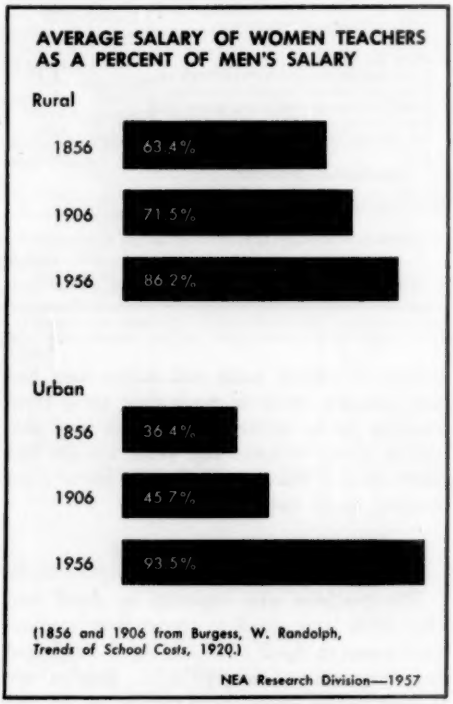
The average salary of the teachers reporting was $4055. As noted later (page 63), this figure was almost identical with the 1955-56 average salary of classroom teachers, as estimated on the basis of information from state departments of education. Table 17 shows median salaries for various groups of teachers.

Substantial differences are noted among groups. Women's average salaries were $3932, or 89.9 percent of the men's average of $4374. Elementary teachers' salaries averaged $3770, or 83.6 percent of the average of $4511 for secondary teachers. Rural teachers had an average salary only 72.2 percent of the urban average, the respective amounts being $3294 and $4564.

The striking thing about these differences is not that they are so great but that they are no greater. Figure XII shows a hundred-year story of progress toward equality in salaries for men and women teachers. Most of the advance for urban women occurred in the last 50 years.

Elementary-school salaries were about 82 percent of those in junior and senior high schools when the NEA Research Division made its first urban salary study in 1922-23.[1]

FIGURE XII

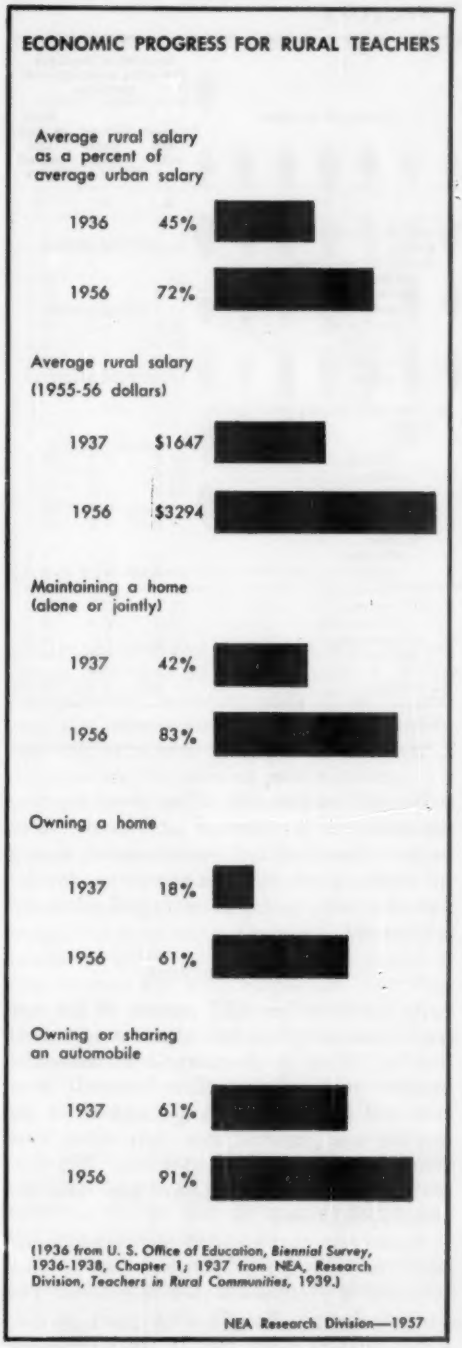


[1] National Education Association, Research Division. "Teachers' Salaries and Salary Trends in 1923." Report of the Salary Committee. *Research Bulletin* 1: 3-115; July 1923. (Percent estimated from pages 13, 17, and 18.)

TABLE 17.—AVERAGE TEACHING SALARY

Type and size of school district	Men			Women			Ele-mentary	Second-ary	Total
	Ele-mentary	Second-ary	Total	Ele-mentary	Second-ary	Total			
1	2	3	4	5	6	7	8	9	10
Rural	$3,398	$3,872	$3,671	$3,098	$3,486	$3,165	$3,143	$3,692	$3,294
Urban, by population									
500,000 or more	5,096	5,889	5,707	5,209	5,966	5,491	5,194	5,931	5,554
100,000–499,999	4,294	4,761	4,637	4,422	4,708	4,516	4,405	4,733	4,550
30,000–99,999	4,312	5,021	4,851	4,309	4,640	4,418	4,309	4,819	4,538
10,000–29,999	4,354	4,625	4,561	3,983	4,320	4,093	4,032	4,474	4,234
5,000–9,999	3,981	4,352	4,260	3,802	4,167	3,918	3,828	4,264	4,025
2,500–4,999	3,859	4,310	4,188	3,528	3,791	3,614	3,581	4,060	3,799
All urban	4,379	4,916	4,784	4,323	4,770	4,473	4,331	4,840	4,564
All teachers	$3,887	$4,594	$4,374	$3,751	$4,428	$3,932	$3,770	$4,511	$4,055

FIGURE XIII


ECONOMIC PROGRESS FOR RURAL TEACHERS
Average rural salary as a percent of average urban salary
1936 45%
1956 72%
Average rural salary (1955-56 dollars)
1937 $1647
1956 $3294
Maintaining a home (alone or jointly)
1937 42%
1956 83%
Owning a home
1937 18%
1956 61%
Owning or sharing an automobile
1937 61%
1956 91%
(1936 from U. S. Office of Education, Biennial Survey, 1936-1938, Chapter 1; 1937 from NEA, Research Division, Teachers in Rural Communities, 1939.)
NEA Research Division—1957

The average salary for urban elementary teachers reporting in this study was 89.5 percent of the secondary average.

The dramatic advance in relative salaries of rural teachers, from 45 percent of urban as recently as 1936 to 72 percent of urban in 1956, is included in Figure XIII.

Figure XIV summarizes the distributions of salaries shown by $500 intervals in Appendix item 29. Less than 2 percent of the teachers were paid less than $2000 and less than 2 percent were paid $7000 or more.

Supplemental Income

Appendix items 30 thru 37 provide details on amounts and sources of supplemental in-

TABLE 18.—SUPPLEMENTAL INCOME AND TOTAL INCOME OF TEACHERS

Item	Men	Women	Total
1	2	3	4
Reports on amounts of extra income			
Earnings from a second school job			
Percent reporting	22.6%	5.5%	10.2%
Median amount[a]	$502	$261	$392
Earnings from an outside job			
Percent reporting	54.9%	9.6%	22.2%
Median amount[a]	$659	$283	$534
Income from nonsalary sources			
Percent reporting	19.3%	20.8%	20.4%
Median amount[a]	$342	$378	$368
Percent reporting any earnings or nonsalary income	80.7%	35.1%	47.8%
Reports on *time* when extra income was earned			
During summer, 1955, reported by	63.5%	13.2%	27.0%
During school year 1955–56, reported by	37.9	6.9	15.4
During summer and/or school year, reported by	72.7	17.2	32.4
Average income of all teachers			
Teaching salary	$4,374	$3,932	$4,055
Second school job[b]	124	16	46
Outside earnings[b]	448	38	151
Dividends or other nonsalary income[b]	142	139	140
Total average income	$5,088	$4,125	$4,392
Percent distribution of average income			
Teaching salary	86.0%	95.3%	92.3%
Second school job[b]	2.4	0.4	1.1
Outside earnings[b]	8.8	0.9	3.4
Dividends or other nonsalary income[b]	2.8	3.4	3.2
Total	100.0%	100.0%	100.0%

[a] Median amounts based only on the number of teachers who reported the amounts of income.

[b] Based on total number of teachers, including those who reported no extra income.

come of teachers. Altho many pages might be devoted to a discussion of the figures, only a few comments are possible.

Teachers were asked to report *amounts* of extra income according to source. These three sources were listed: (a) a second school job, such as evening or summer-school teaching or summer maintenance work; (b) earnings from salaries or wages outside the school system; and (c) dividends, rents, royalties, or any other type of nonsalary income.

Teachers were also asked whether or not they had earned any money other than their regular teaching salaries during two different periods of *time:* the summer of 1955 and the school year 1955-56. A few who reported that they had earned extra income during the summer or the school year failed to report any amount earned.

Replies to both series of questions are summarized in Table 18, and further details on the time when the money was earned are shown in Table 19 and Figure XV. Men teachers were four or five times more likely to report extra earnings than women, and, as Table 18 shows, the median amounts reported were at least twice as large: $502 vs. $261 for a second school job; $659 vs. $283 for outside employment.

The median amounts in the first part of Table 18 are for the teachers who reported earnings; if teachers who were not engaged in outside employment, or who had no nonsalary income, had been counted in, the medians would have been zero, except for men's earnings from outside jobs.

On the other hand, the last two items in Table 18 include averages arrived at by dividing aggregates of money reported by the total numbers of teachers in each group. Averages from extra earnings would be slightly larger if all who reported extra employment had also reported the amounts of money earned.

Interest is sometimes expressed in the types of activities engaged in by teachers as sources of extra funds. Appendix item 36 shows a distribution of men teachers by their summer jobs in 1955, as follows:

Farmer	7.6%
Unskilled worker	15.0
Skilled or semiskilled worker	26.7
Clerical or sales worker	12.9
Managerial or self-employed	7.0
Professional or semiprofessional worker	30.8

TABLE 19.—SUPPLEMENTAL EARNINGS OF TEACHERS, BY VARIOUS FACTORS

Groups of teachers	Percent of teachers reporting supplemental earnings		
	Summer 1955 only	School year only	Both summer and school year
1	2	3	4
Type and size of school district			
Rural	16.3%	4.4%	8.1%
Urban, by population			
500,000 and over	14.7	7.1	10.6
100,000–499,999	17.5	5.3	11.1
30,000–99,999	18.7	5.5	10.7
10,000–29,999	16.9	6.8	12.4
5,000–9,999	18.5	5.9	12.6
2,500–4,999	21.2	5.6	10.1
All urban	17.5	6.0	11.3
Sex, marital status, and grades taught			
Men			
Married	34.5	9.2	31.2
Single	36.6	9.4	17.4
Elementary	35.4	8.2	27.7
Secondary	34.3	9.7	29.3
All men[a]	34.8	9.2	28.7
Women			
Married	7.5	2.6	1.8
Single	13.9	6.1	4.0
Elementary	8.9	3.0	2.5
Secondary	14.2	6.5	4.2
All women[a]	10.3	4.0	2.9
Elementary	12.6	3.7	6.0
Secondary	24.1	8.0	16.6
All teachers	17.0%	5.4%	10.0%

[a] Includes separated, widowed, and divorced.

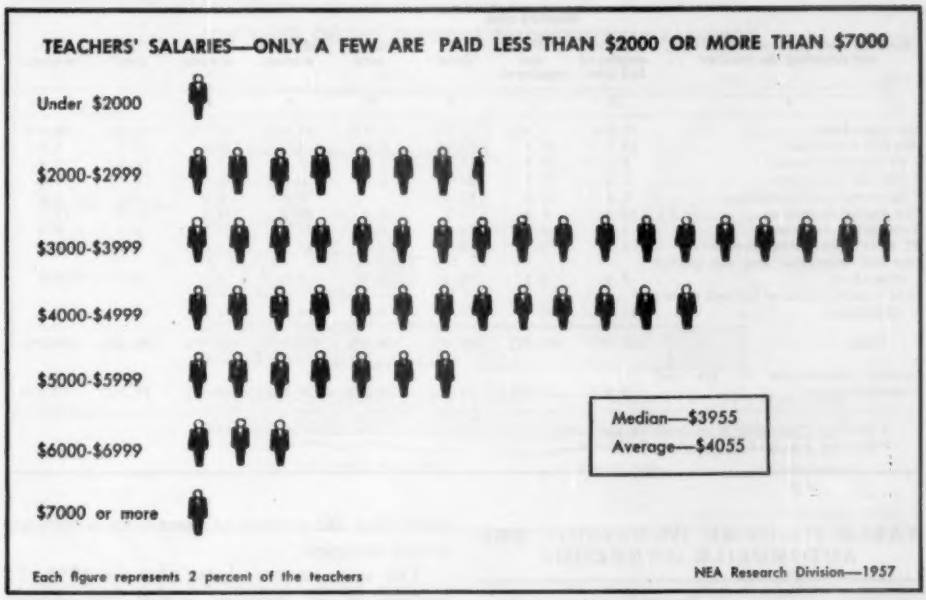
For all teachers, the salary from teaching represented 92.3 percent of total income. Men teachers depended upon supplemental sources for 14.0 percent of income; women, for 4.7 percent; rural, for 6.9 percent; and urban, for 8.1 percent.

Family Income

As stated earlier, 82.7 percent of the men teachers and 54.0 percent of the women were married. Most of the married women—83.7 percent—reported that their husbands were employed full time. And 30.4 percent of the married men reported that their wives were employed full time; an additional 10.5 percent, that wives were employed part time. See also Appendix item 38.

Apparently the wives of men teachers are employed in larger proportions than is characteristic of professional men in general. The Federal Reserve Board's 1956 study of consumer finances shows that in the professional

FIGURE XIV



and semiprofessional group, the wife was employed full time in only 19 percent of the husband-wife "spending units."[2] In 15 percent the wife was employed part time. The total of 34 percent is less than the total of 40.9 percent for married men teachers.

Appendix item 39 summarizes information from teachers on incomes of the consumer spending units to which they belonged (persons living in the same dwelling, related by blood, marriage, or adoption, who pool their incomes to meet major expenses). The median income of $5509 for spending units headed by men teachers was about 12 percent lower than the $6250 median income reported for all consumer units headed by professional and semiprofessional persons.

Living Arrangements

A generation ago, salary studies for teachers reported the cost of room and board as a basic economic datum. But the teacher who rooms and boards today is a rarity.

Following is a summary of the figures on living arrangements given in Appendix item 41 ("maintaining home" covers renting or owning a house or apartment):

	Men	*Women*	*Total*
Maintaining home with spouse	79.6%	51.7%	59.4%
Maintaining a home individually or with other than spouse	7.3	30.8	24.4
Living with parents or other relatives (paying full, little, or no expenses)	6.0	11.4	9.8
Rooming and boarding or eating out	5.8	4.7	5.0
Other arrangements	1.3	1.4	1.4

Dependents

Nearly 2 out of 3 teachers reported that persons other than themselves were dependent upon them for support, at least in part. Appendix item 40 gives the figures, which may be summarized as follows:

	Men	*Women*	*Total*
No dependents	16.1%	44.8%	36.9%
One or more persons fully dependent	72.1	19.9	34.2
One or more persons partially dependent; none fully dependent	11.8	35.3	28.9

[2] Dingle, Mona E. "1956 Survey of Consumer Finances: The Financial Position of Consumers." *Federal Reserve Bulletin* 42: 559-72; June 1956.

TABLE 20.—DEPENDENCY PATTERNS

Number and types of dependents, not counting the teacher	Married men			Single men	Married women	Single women	All men[b]	All women[b]
	Wife employed full time	Wife not employed	Total[a]					
1	2	3	4	5	6	7	8	9
No dependents	15.2%	1.3%	5.6%	71.9%	34.0%	63.7%	16.1%	44.8%
One full dependent	13.7	10.4	11.9	6.0	4.7	10.4	11.1	8.4
Two full dependents	5.1	20.9	15.8	1.3	2.7	2.3	13.5	3.2
Three full dependents	7.2	28.7	21.0	0.4	0.6	0.5	17.8	1.0
Four or more full dependents	4.4	25.3	17.4	...	0.4	0.1	14.5	0.4
One partial dependent	16.2	0.4	5.8	8.9	20.5	14.1	6.2	17.7
Two partial dependents	7.0	0.3	2.4	6.8	12.3	4.8	3.2	8.8
Three or more partial dependents	6.2	0.1	2.4	2.1	15.4	1.1	2.4	8.8
One full dependent and one partial dependent	8.0	2.1	4.2	1.7	3.0	1.6	3.8	2.5
Other combinations of full and partial dependency	17.0	10.5	13.5	0.9	6.4	1.4	11.4	4.4
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Percent distribution by sex and marital status	6.9%	13.4%	22.8%	4.2%	39.1%	24.8%	27.5%	72.5%

[a] Includes those with wives working part time.
[b] Includes separated, widowed and divorced.

TABLE 21.—HOME OWNERSHIP AND AUTOMOBILE OWNERSHIP

Sex and marital status	Percent of teachers owning[a]		
	Home but not car	Car but not home	Both home and car
1	2	3	4
Men			
Married	2.5%	27.8%	68.1%
Single	5.1	60.1	26.3
Women			
Married	2.0	21.0	75.7
Single	14.3	32.5	34.5

[a] Includes individual ownership, shared ownership, and ownership by husband or wife. Columns 2 and 4 include in a few instances homes owned but not being lived in during the school year.

Fewer urban than rural teachers reported dependents, and fewer elementary than secondary. That both single and married teachers share in the burden of dependency, altho it is greater for the married, is shown in Table 20.

Ownership of Home and Automobile

Sixty percent of the women, 57.5 percent of the men, and 59.3 percent of all teachers reported ownership of the house or apartment in which they lived. This could scarcely be closer to the national picture. Recent figures show that 60 percent of American homes are owner-occupied.[8]

The same source shows that in 1955, 71 percent of all families owned automobiles. Here teachers appear to be above average as 54.6 percent reported a car owned individually, 23.3 percent reported joint ownership, and 10.0 percent said that wife or husband had a car.

The median value of houses or apartments owned by teachers was just below $12,500. Urban values were higher than rural. The percent of teachers owning homes was almost the same in all types of districts but median values rose from $12,065 in urban districts below 5000 in population to $16,410 in those of 500,000 or more.

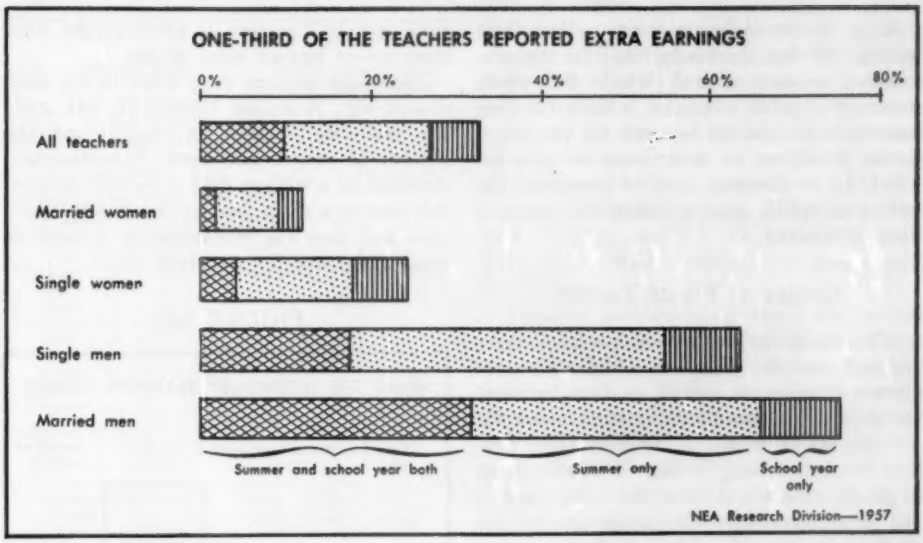
Appendix items 42 and 43 and Table 21 give further details.

Consumer Debt and Financial Position

The national trend toward using consumer credit is reflected in the figures on debt of the spending units to which teachers belonged. A majority of teachers reported some personal debt (mortgages and current charge accounts excluded). The median debt was $114, counting all teachers. For only the 56.6 percent who reported debt, the median debt was $706. See Appendix item 44.

[8] U. S. Department of Commerce, Board of Governors of the Federal Reserve System, and Council of Economic Advisers, as reported in: Eisenhower, Dwight D. *Economic Report of the President*. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1957. p. 110.

FIGURE XV



Slightly higher percents of rural than of urban teachers reported debt, and the median amounts were slightly higher. Table 22 shows that debts were larger for married than for single teachers.

The Federal Reserve Board's reports on consumer debt give a background for evaluating the debt status of teacher spending units. Teachers appear to follow the general pattern. Here are figures for the income groups which include 85 percent of the teacher spending units:

	All spending units[4]	*Teacher spending units*
Income of $3000-$3999		
Some consumer debt	57%	59%
Debt of $500 or more	24	31
Income of $4000-$4999		
Some consumer debt	64	61
Debt or $500 or more	32	34
Income of $5000-$7499		
Some consumer debt	62	61
Debt of $500 or more	35	37
Income of $7500-$9999		
Some consumer debt	54	57
Debt of $500 or more	33	36

TABLE 22.—CONSUMER DEBT OF SPENDING UNIT

Groups of teachers	Percent having no consumer debt	Median amount of debt	
		All teachers	Teachers having debt
1	2	3	4
Married men			
Wife employed[a]	30.6%	$405	$839
Wife not employed	24.5	375	660
Total	27.0	385	733
Single men	40.6	140	644
Married women	42.9	158	852
Single women	61.0	0	429
All men	28.6	351	724
All women	49.1	16	694
All teachers	43.4%	$114	$706

[a] Part time or full time.

Appendix item 45 reports answers to a question on the teacher's financial position as contrasted with a year earlier. Nearly half (43.1 percent) throught it was better, nearly half (45.4 percent) thought it was about the same, and only 11.5 percent felt that things were worse. Figures were similar for rural and all sizes of urban districts. More men than women (16.7 percent vs. 9.6 percent) and more married men than single (18.3 percent vs. 9.0 percent) thought that their financial position had worsened.

[4] Johnson, Alfred P. "1956 Survey of Consumer Finances: Consumer Indebtedness." *Federal Reserve Bulletin* 42: 690-706; July 1956.

VII. The Teaching Assignment

It is in day-to-day personal relationships with pupils that the teacher delivers the professional services around which the whole structure of public education is built. Of deep importance to the teacher and his profession is the fitting of an assignment to him for which he is prepared, and of providing the setting in which good teaching and learning may go forward.

Grades or Fields Taught

The grades or fields to which teachers were assigned, and the extent to which they were given a single grade or field, or a combination, are shown in Appendix items 46, 47, and 48.

Table 23 shows the distribution of elementary teachers among grades or combinations of grades. About a third of the rural teachers and 83.8 percent of the urban taught one grade only; the remaining 66.8 percent of rural and 16.2 percent of urban taught combinations of two or more grades.

Secondary teachers were asked to list their classes, e.g., American History II, and show for each the number of pupils and the number of periods per week. A teacher was classified in a subject field if he (a) devoted full time to a given field or (b) devoted *more than half* time (as determined by a count of periods per week) to a given field.

TABLE 23.—DISTRIBUTION OF ELEMENTARY TEACHERS, BY GRADES TAUGHT

Grades or groups of grades taught	Type of school district		Total
	Rural	Urban	
1	2	3	4
One grade only:			
Kindergarten	0.7%	4.6%	2.8%
Grade I	5.7	11.8	8.8
Grade II	4.5	12.5	8.7
Grade III	5.8	14.4	10.4
Grade IV	4.7	13.1	9.2
Grade V	4.0	13.3	9.0
Grade VI	5.0	11.8	8.5
Grade VII	1.6	1.4	1.5
Grade VIII	1.2	0.9	1.0
Total teaching one grade only	33.2%	83.8%	59.9%
Combinations of grades:			
Kindergarten and Grade I	0.5%	0.0%	0.2%
Thru Grade II	6.6	1.2	3.8
Thru Grade III	3.8	0.1	1.8
Thru Grade IV	4.7	0.2	2.3
Grades II and III	2.2	1.1	1.6
Grades III and IV	6.2	1.7	3.8
Grades IV and V	2.1	1.4	1.8
Grades IV, V, and VI	1.9	0.5	1.2
Grades V and VI	5.3	3.0	4.1
Grades VI and VII	1.2	0.3	0.7
Grades VI, VII, and VIII	0.9	0.1	0.5
Grades VII and VIII	2.7	0.4	1.5
All grades (I thru V, VI, VII, or VIII)	13.7	0.5	6.7
Other combinations, including special teachers	15.0	5.7	10.1
Total elementary teachers	100.0%	100.0%	100.0%

FIGURE XVI

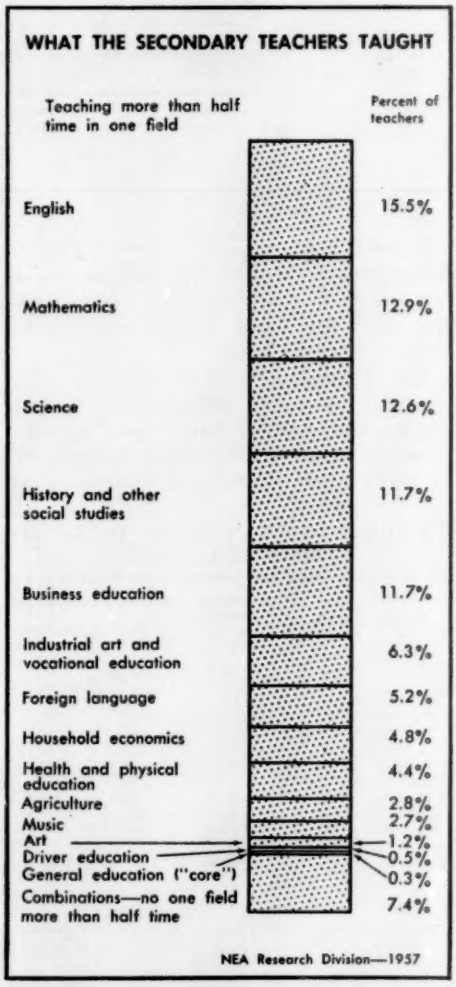


TABLE 24.—HIGHEST DEGREE HELD, BY GRADES OR FIELDS TAUGHT

Grades or fields	No standard degree	Master's or higher degree[a]	Six or more years[a]
1	2	3	4
Elementary teachers			
One grade only			
Kindergarten	31.0%	6.1%	2.0%
Grade I	30.7	9.9	3.1
Grade II	27.8	13.5	3.1
Grade III	29.0	10.0	2.9
Grade IV	25.9	18.7	6.6
Grade V	22.2	15.3	5.2
Grade VI	21.9	22.8	10.0
Grade VII	17.6	21.6	3.9
Grade VIII	10.4	31.0	0.0
Combinations of grades			
Thru Grade III	50.0	5.7	2.4
Grades IV thru VI	30.3	13.9	6.2
Grades VII and VIII	16.7	16.6	8.3
All grades	73.8	4.5	1.1
All elementary	34.1	12.8	4.5
Secondary teachers			
Teaching in one field full time or more than half time[b]			
Agriculture	0.0	34.7	9.7
Business education	5.2	36.8	11.2
English	0.6	45.7	19.0
Foreign languages	0.0	61.2	34.2
Health and physical education	4.2	42.7	21.9
Household economics	3.0	22.0	10.0
Industrial arts; vocational education	13.1	34.9	12.5
Mathematics	2.1	44.5	15.7
Music	5.7	43.4	18.9
Science	1.1	54.0	23.3
Social studies	2.5	44.2	18.1
All teaching full time in one field only	3.0	46.7	18.2
All teaching more than half time in one field but teaching in more than one	3.1	35.3	16.1
All secondary teachers	3.0	43.7	18.6
All teachers	22.2%	24.6%	9.9%

[a] The sum of columns 2 and 3, deducted from 100.0 percent, equals the percent reporting the bachelor's as the highest degree. The figures in column 4 are included in column 3.

[b] Limited to fields representing 2 percent or more of secondary teachers.

A large majority of the secondary teachers could be classified within a subject field—87.1 percent of the rural, 94.8 percent of the urban, and 92.6 percent of the total. As Figure XVI shows, the five fields of English, mathematics, science, social studies, and business education claimed 64.4 percent of the secondary teachers.

A general trend toward higher percents of master's degrees was noted in going from kindergarten and Grade I to Grades VI, VII, and VIII. Table 24 gives the figures. Among the secondary fields, the teachers having the higher percents of master's degrees were teaching foreign languages (61.2 percent) and science (54.0 percent).

Columns 8 and 9 of Table 25 show the percent of women and the percent of urban teachers in each subject field. Secondary teachers were 50.5 percent women and 49.5 percent men; they were 71.4 percent urban and 28.6 percent rural.

Of the elementary teachers, 86.1 percent were women and 52.8 percent were urban. The percents of women by grade were: kindergarten and Grades I and II, 100 percent; III, 98.3; IV, 91.5; V, 78.8; VI, 61.7; VII, 60.8; VIII, 42.9; total teaching one grade only, 88.0 percent.

Teachers were asked to report the percent of time devoted to teaching grades or subjects not authorized by their certificates, and the time devoted to grades or subjects outside their field of major preparation in college or university. Replies are summarized in Appendix items 49 and 50.

Less than 10 percent of the total group of teachers reported any assignments beyond the scope of their certificates. More than a fourth, however, were teaching at least part time outside their field of major preparation. Table 25, column 6, gives the percents of secondary teachers who were devoting *half time or more* to subjects outside their field of major preparation. The percents were highest for teachers of mathematics and science.

As Appendix item 51 shows, nearly half the teachers who were teaching outside their fields felt some handicap, but very few regarded it as serious.

Size and Number of Classes

The class sizes reported by rural elementary teachers appear in Figure XVII as a normal curve of distribution, with a median of 28.1 pupils. The urban median was higher, 32.1 pupils; a third of the urban elementary teachers reported classes of 30-34 pupils. See also Appendix items 52 and 53. Median class size for all elementary teachers was 31.0 pupils. By grades, the medians were:

Grade I	29.2	Grade V	31.2
Grade II	31.0	Grade VI	32.2
Grade III	32.0	Grade VII	33.3
Grade IV	31.4	Grade VIII	34.1

Figure XVIII shows distributions of classes of secondary teachers. The rural median was 21.0 pupils; the urban, 28.8; and the total, 26.9 pupils. Nearly half of the rural classes—

FIGURE XVII

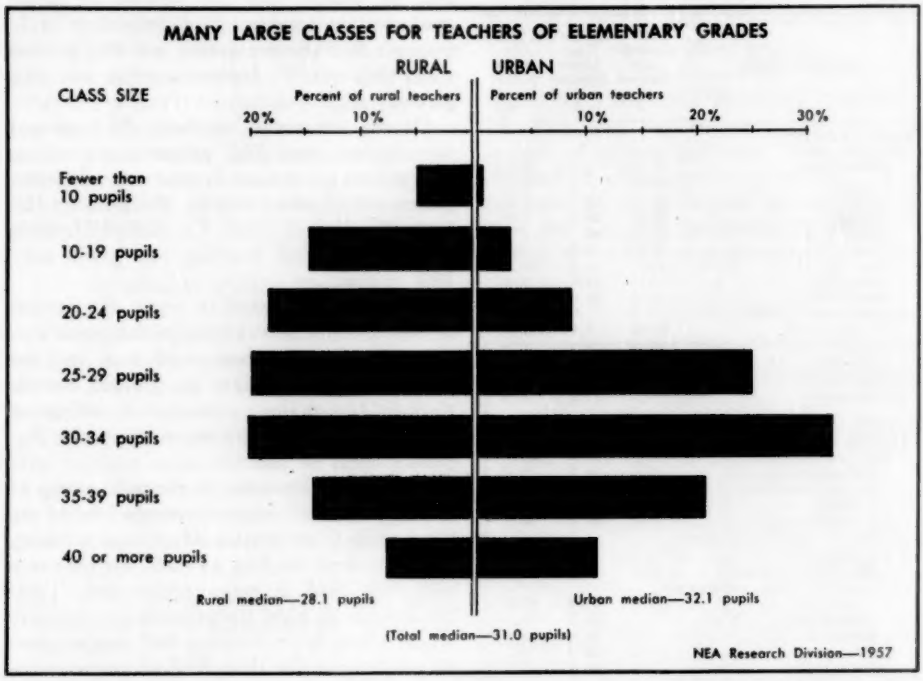
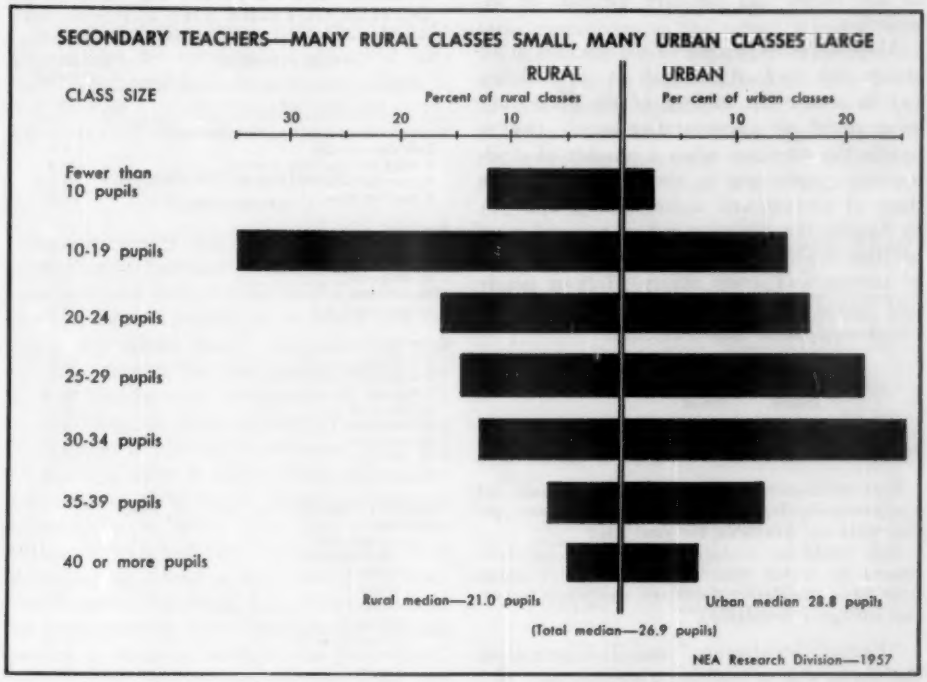


TABLE 25.—TEACHING FIELD OF SECONDARY TEACHERS, BY VARIOUS FACTORS

Field in which teaching	Number of different pupils taught each week				Percent of teachers teaching 50 percent or more time in other than major field	Median hours per week in school duties outside school day	Percent of women in the group	Percent who are in urban districts
	Fewer than 100	100–149	150 or more	Median				
1	2	3	4	5	6	7	8	9
Teaching in one field full time or more than half time*								
Agriculture	94.0%	6.0%	0.0%	Fewer than 75	2.8%	14.8	0.0%	33.3%
Business education	35.3	47.5	17.2	114.1	10.4	9.1	73.2	68.4
English	17.3	52.3	30.4	133.0	19.1	12.1	74.4	74.1
Foreign language	33.7	52.7	13.6	114.5	12.6	11.0	79.5	91.1
Health and physical education	4.6	20.0	75.4	207.8	6.3	12.6	53.7	76.8
Household economics	55.8	33.7	10.5	94.0	3.0	10.3	99.0	63.1
Industrial arts; vocational education	51.1	34.9	14.0	98.4	9.3	9.4	1.5	79.4
Mathematics	14.6	54.3	31.1	134.3	23.8	10.5	44.4	72.2
Music	7.2	21.4	71.4	205.0	5.7	9.8	43.9	77.2
Science	18.6	47.1	34.3	135.7	20.1	11.0	28.9	80.0
Social studies	12.2	46.1	41.7	141.8	16.4	12.1	38.6	65.7
All teaching full time in one field only	26.4	44.2	29.4	128.0	12.2	10.7	52.0	81.3
All teaching more than half time in one field, but teaching in more than one	24.8	43.4	31.8	128.8	22.0	11.5	49.2	52.0
All secondary teachers	25.9%	42.7%	31.4%	129.3	15.5%	10.7	50.5%	71.4%

* Limited to fields representing 2 percent or more of secondary teachers.

FIGURE XVIII



46.7 percent—enrolled fewer than 20 pupils each, but urban classes showed no such concentration at any one size.

The total number of pupils in all classes, tabulated for each secondary teacher, was basic to Appendix item 54 and Table 25, columns 2-5. Rural teachers taught a median of 106.7 different pupils; urban teachers, 135.9. Differences between men and women teachers were negligible.

Heavier pupil loads were reported from the larger than from the smaller urban school districts:

Population group	*Median number of pupils in class, elementary teachers*	*Median number of pupils in all classes, secondary teachers*
500,000 or more..	34.6	153.1
100,000-499,999 ..	33.1	140.2
30,000-99,999	31.0	134.3
10,000-29,999	31.2	127.4
5,000-9,999	30.8	125.0
2,500-4,999	30.8	122.5

Five different class groups per week were taught by 48.8 percent of the secondary teachers; the median was 5.4 groups. Four class groups or fewer were taught by 28.8 percent; six groups, by 14.6 percent; and seven or more, by 7.8 percent. Differences between men and women were negligible. The median number of groups taught was almost identical for rural and urban, but more rural teachers than urban —28.1 percent vs. 19.9 percent—taught six, seven, or more different classes.

Instructional Strengths

Teachers were asked to select, among 12 qualifications, three areas of *greatest* strength and three areas of *least* strength. Appendix item 55 gives for each qualification the percents of teachers who marked it as an area of greatest strength in their teaching.

More than 90 percent of the men, women, elementary, secondary, rural, and urban teachers reported greatest strength in (a) knowledge of the subjectmatter being taught and (b) ability to maintain leadership and control of the classroom group. Percents ranging from 75.9 to 88.8 reported confidence in their ability (a) to develop enthusiasm and interest

on the part of the class as a whole, and (b) to use varied and effective methods of instruction.

More than 50 percent of the teachers in all groups felt *lack* of strength in their ability (a) to arouse the interest of the bright but uninterested or uncooperative pupil, (b) to handle the situation when a number of slow-learning pupils are in the same class with those of average and higher ability, and (c) to handle the situation when a number of brilliant pupils are in the same class with those of average and lower ability. Half or nearly half lacked confidence in their use of audio-visual equipment and materials.

Instructional Aids

These two questions were put to the teachers:

How satisfactory are the teaching materials and equipment—books, supplies, laboratories, and the like—that are available for your use?

How would you evaluate the classroom (or classrooms) in which you teach, thinking of space, light, heat, ventilation, furniture, equipment, acoustics, storage, convenience?

"Entirely satisfactory," said 21.6 percent of the teachers as to teaching materials, and 18.2 percent as to classrooms. Much larger percents, 61.2 and 55.1, respectively, voted "more satisfactory than unsatisfactory." The remaining 17.2 and 26.7 percents felt that the items were unsatisfactory.

Greater satisfaction was expressed by women than by men, by elementary than by secondary, and by urban than by rural teachers. Appendix items 56 and 57 give details.

Duties Other than Class Instruction

Teachers were asked to mark, in a list of 10 school activities other than class teaching, those in which they had engaged during the year. Teachers who had completed five or more years of experience were asked to say whether they were giving more, the same, or less time to the activity than five years earlier. Appendix items 58 and 59 give the figures.

The activities mentioned most often as requiring more time now than five years ago were (a) clerical work, (b) monitorial duties, and (c) working with parents in relation to individual pupils.

TABLE 26.—MEDIAN HOURS PER WEEK DEVOTED TO SCHOOL DUTIES OUTSIDE THE SCHOOL DAY

Groups of teachers	Median hours per week
1	2
Years of college education completed	
Less than 4 years	9.9
4 years but less than 5 years	9.8
5 years but less than 6 years	10.6
6 years or more	11.2
Age	
Under 26 years	10.0
26–35 years	11.4
36–45 years	9.7
46–55 years	10.1
56 years and over	9.3
Experience	
1–2 years	11.6
3–4 years	10.8
5–9 years	10.8
10–14 years	9.6
15–19 years	9.6
20–24 years	9.6
25–34 years	9.9
35 and over	9.1
Elementary teachers, by grades in which teaching	
One grade only	
Kindergarten	7.6
Grade I	8.8
Grade II	9.8
Grade III	9.0
Grade IV	9.6
Grade V	10.2
Grade VI	10.5
Grade VII	10.5
Grade VIII	11.1
Combinations of grades	
Thru Grade III	8.5
Grades IV thru VI	10.2
Grades VII and VIII	11.4
All grades (I thru V, VI, VII, or VIII)	11.9
All elementary teachers	9.8
All teachers	10.1

All teachers were asked this question:

Thinking of the school year as a whole, make your best estimate of the *average number of hours per week* you devote to school duties and activities outside school hours. By *school hours* is meant the five school days, from the time you report for duty until you are free to leave.

Tables 25 (column 7) and 26 give figures on median hours per week given to duties outside school hours. See also Appendix item 60. For all teachers reporting, the median was 10.1 hours. When this time is added to the typical weekly schedule of about 35 hours in school, the average weekly total is in the neighborhood of 45 hours. Medians were higher for rural than for urban, for men than for women, and for secondary than for elementary teachers.

VIII. The Teacher and the Community

Several questions dealt with the teacher's relationships to community and civic life. Such background facts as exist for citizens in general seem to show that teachers are carrying their full share of civic responsibility.

Identification with the Community

As *community* has many meanings, the questionnaire included a definition: *"Community* is used here to refer to the town, city, or other unit of population in which you are living this school year." This wording was part of a request that the teacher indicate his sense of identity with the community in which he was living. As Appendix item 61 and Figure XIX show, a third of the teachers, rural and urban alike, were in communities where they had lived since childhood. About half were in communities to which they had moved as adults and in which they had acquired a sense of belonging. About a tenth were still newcomers, and a remaining 6.6 percent had lived for some time in their communities without gaining a sense of identification with them.

Following the question just mentioned was one which asked if the teacher's school building was located in the community where he lived; only 22.0 percent said No. For all teachers the median distance from home to school was 2.5 miles. Those who lived in the same community as the school traveled only 1.3 miles; those in a different community, 8.7 miles. Appendix items 62 and 63 and Table 27 give further details.

Widely separated in the inquiry blank from the preceding questions was the following: "How do you feel about your acceptance into

TABLE 27.—MEDIAN DISTANCE TRAVELED TO SCHOOL

Groups of teachers	Median number of miles one way from residence to school		
	Residence in same community	Residence in a different community	Total
1	2	3	4
Type and size of school district			
Rural	Less than 1	9.5	2.7
Urban, by population			
500,000 or more	4.4	8.9	5.5
100,000–499,999	3.0	6.3	3.3
30,000–99,999	1.9	6.8	2.4
10,000–29,999	Less than 1	6.8	Less than 1
5,000–9,999	Less than 1	7.7	Less than 1
2,500–4,999	Less than 1	5.6	Less than 1
All urban	1.7	7.5	2.4
Grades in which teaching			
Elementary	1.6	8.4	2.9
Secondary	Less than 1	9.7	1.8
All teachers	1.3	8.7	2.5
Percent distribution, by relative location of residence and school	78.0%	22.0%	100.0%

FIGURE XIX

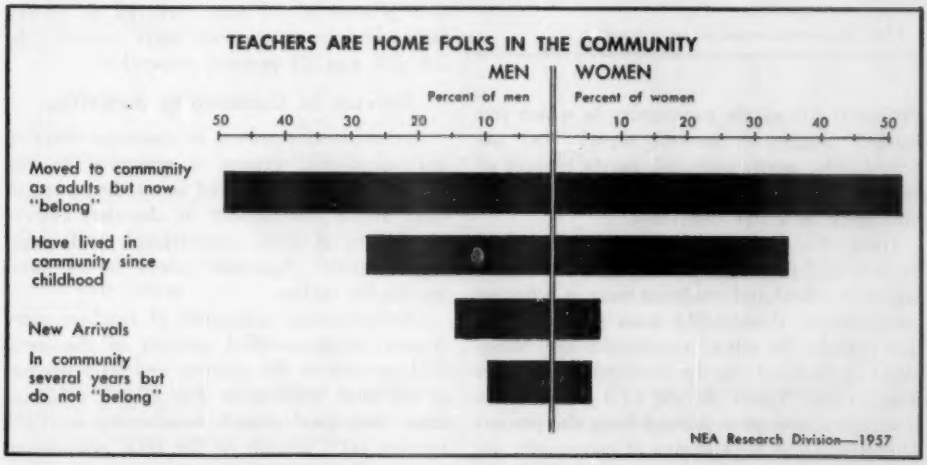


TABLE 28.—ACCEPTANCE INTO THE SOCIAL LIFE OF THE COMMUNITY WHERE TEACHING

Groups of teachers	Accepted	Partly accepted	Ignored or rejected
1	2	3	4
Type and size of school district			
Rural	90.9%	8.6%	0.5%
Urban, by population			
500,000 or more	92.6	6.6	0.8
100,000–499,999	90.3	9.0	0.7
30,000–99,999	85.2	14.0	0.8
10,000–29,999	84.4	14.5	1.1
5,000–9,999	80.5	18.1	1.4
2,500–4,999	80.9	18.5	0.6
All urban	86.4	12.7	0.9
Sex and marital status			
Men			
Married	83.8	15.2	1.0
Single	79.5	19.5	1.0
All men[a]	83.1	15.9	1.0
Women			
Married	92.8	6.9	0.3
Single	85.0	13.8	1.2
All women[a]	90.1	9.2	0.7
Age			
Under 26	80.3	18.4	1.3
26–35	80.7	18.0	1.3
36–45	87.6	11.8	0.6
46–55	90.6	9.0	0.4
56 and over	90.3	8.9	0.8
Plans for next school year			
Continue teaching in same school system	87.7	11.7	0.6
Teach elsewhere	73.5	24.9	1.6
Attend college full-time	78.8	21.2	0.0
Be full-time homemaker—due to approaching maternity	93.5	6.5	0.0
Be full-time homemaker—other reasons	86.1	13.9	0.0
Work in nonteaching position	73.0	18.9	8.1
Retire	93.8	6.2	0.0
Undecided	69.8	27.9	2.3
Grades in which teaching			
Elementary	91.2	8.5	0.3
Secondary	83.5	15.0	1.5
All teachers reporting on degree of acceptance	88.2%	11.1%	0.7%

[a] Includes divorced, separated, and widowed.

the social life of the community in which you teach?" Suggested answers were: "(a) accepted; (b) partly accepted, partly ignored or rejected; (c) ignored or rejected; (d) does not apply as I live elsewhere."

Item (d), on living elsewhere, was checked by only 11.3 percent, whereas 22.0 percent had said that school and residence were in different communities. Presumably some of those who live outside the school community are recognized in its social life. In developing Appendix item 64 and Table 28, the 11.3 percent who lived elsewhere were omitted from the percent distributions. A high degree of community acceptance was reported, but there were differences among groups. Higher percents of teachers felt accepted in the largest urban districts than in the smallest. The percent was higher in rural districts than in all except the two largest groups of urban districts. When replies were examined by sex and marital status, a higher percent of the married women felt accepted than any other group and the percent was lowest among the single men. Older teachers were more likely than younger ones to report that they felt accepted.

Less than 1.0 percent of the teachers felt ignored or rejected. But 8.1 percent of those who expected to go into a nonteaching job the next year felt that way. This group and those who planned to teach elsewhere the next year and those who said they were undecided were the only groups who included as many as 25 percent who felt even a partial lack of acceptance into the social life of their communities.

Table 29 and Appendix item 65 summarize replies to this query: "Do you feel that your personal life is restricted because you are a teacher? (Examples: smoking, attending dances, having dates.)" Of teachers who felt that they "belonged" in their communities, 66.6 percent reported no restrictions. Only 56.4 percent of the small number who lacked identity with their communities felt free of restrictions. The latter group reported serious restrictions by much higher percents—5.5 vs. 1.7—than did those who "belonged." Of all teachers reporting, 57.2 percent of the men, 67.9 percent of the women, 65.0 percent of the total reported no restrictions. Serious restrictions were reported by 2.6, 2.0, and 2.1 percent, respectively.

Service in Community Activities

An impressive record in character-building and social-civic groups is presented by the teachers. They were asked about the extent of their active membership in churches and in nine types of civic, recreational, and social organizations. Appendix[1] items 66-69 summarize the replies.

Overwhelming majorities of teachers were church members—87.5 percent of the men, 93.1 percent of the women, and 91.5 percent of the total. Figures in *The World Almanac* show that total church membership in 1955 equaled 60.9 percent of the *total* population.

No comparisons for the *adult* population are available, but obviously teachers are above the average for the nation. They were not only church members but active members to the extent of 75.3 percent. More than a fourth were helping in church educational programs. Percents of membership and service were somewhat higher for rural than for urban teachers.

Appendix item 68 lists the nine types of organizations (other than churches) and the percents of teachers reporting active membership. The five most popular are listed below. To illustrate the meaning of the percents—42.0 percent of the men were active members in one or more organizations of the type represented by lodges, fraternities, and the like.

Lodges and related social groups, fraternities, sororities, and alumni groups—men, 42.0 percent; women, 40.5 percent; total, 41.0 percent

Health and social welfare groups—Community Chest, Red Cross, TB, etc.—men, 29.6 percent; women, 36.9 percent; total, 34.9 percent

Cultural and recreational groups, such as drama, bowling, hobbies—men, 30.9 percent; women, 34.0 percent; total, 33.1 percent

Men's and women's business and professional, service, and civic-social clubs—men, 28.2 percent; women, 33.9 percent; total, 32.3 percent

Religious-social youth-building groups—men, 35.3 percent; women, 30.4 percent; total, 31.8 percent.

Active membership in each of the remaining types of organizations—business, political, rural welfare, and veterans-patriotic—was reported by less than 10 percent of the teachers.

The extent to which teachers reported active membership in various numbers of organization types (counting the church as one type) is shown in Figure XX. Half of both the men and the women were active members in community organizations of at least three different types.

Voting and Politics

Teachers were asked: "Did you vote in the most recent election?" Only 42.5 percent of

TABLE 29.—RESTRICTIONS ON PERSONAL LIFE OF TEACHERS

Groups of teachers	Degree of restriction felt by teachers			Teachers who "belong" in the community[a]		Teachers not identified with community[b]	
	None	Some, not serious	Serious	No restrictions	Serious restrictions	No restrictions	Serious restrictions
1	2	3	4	5	6	7	8
Type and size of school district							
Rural	60.6%	36.6%	2.8%	62.0%	1.9%	51.6%	8.2%
Urban, by population							
500,000 or more	79.6	19.6	0.8	79.9	0.6	78.3	2.1
100,000–499,999	71.3	26.7	2.0	72.5	1.7	61.7	6.4
30,000–99,999	66.7	31.8	1.5	68.6	1.7	57.3	1.6
10,000–29,999	62.9	34.8	2.3	65.1	2.0	55.0	4.2
5,000–9,999	57.9	40.2	1.9	61.2	1.0	48.5	6.1
2,500–4,999	59.4	39.6	1.0	62.1	2.0	44.2	4.6
All urban	67.9	30.4	1.7	69.7	1.5	59.2	3.9
Sex and marital status							
Men							
Married	58.6	39.0	2.4	61.0	1.7	49.6	4.9
Single	50.7	45.9	3.4	51.0	0.6	50.0	9.5
All men[c]	57.2	40.2	2.6	59.5	1.7	49.7	6.0
Women							
Married	68.0	30.3	1.7	68.6	1.5	63.9	3.3
Single	66.2	31.5	2.3	68.2	1.8	55.7	5.1
All women[c]	67.9	30.1	2.0	69.0	1.6	60.9	5.1
Age							
Under 26 years	57.8	40.5	1.7	59.2	1.3	54.8	2.7
26–35	55.0	41.9	3.1	57.4	2.4	48.3	5.1
36–45	60.9	36.9	2.2	62.6	1.8	48.7	5.1
46–55	68.6	30.2	1.2	68.9	0.8	65.7	5.0
56 years and over	80.8	17.7	1.5	81.7	1.2	70.7	5.2
Grades in which teaching							
Elementary	67.3	30.7	2.0	68.4	1.7	60.2	4.8
Secondary	61.2	36.4	2.4	63.5	1.7	52.1	6.2
All teachers	65.0%	32.9%	2.1%	66.6%	1.7%	56.4%	5.5%

[a] Has lived in community since childhood, or having come to community as an adult, now feels that he "belongs." Includes 84.4 percent of the teachers.

[b] Newcomers and others who do not feel identified with the community. Includes 15.6 percent of the teachers.

[c] Includes divorced, separated, and widowed.

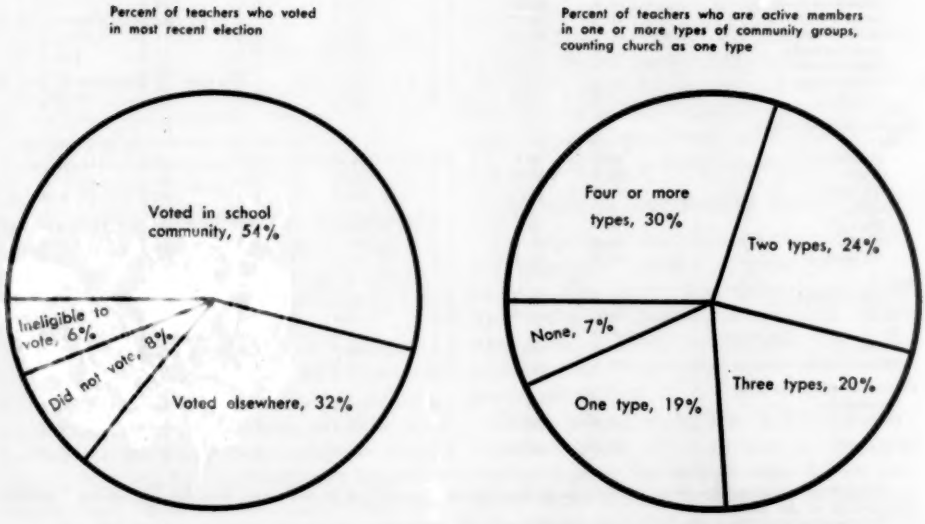
the voting-age population voted in the 1954 Congressional elections, and the Presidential contests in 1952 and 1956 brought out votes of 62.7 and 60.4 percent respectively. In April and May 1956, 86.0 percent of the teachers reported that they had voted in the "most recent election." For many this must have been a state or local election. But the percent is a third higher than the 1952 record vote for a national election.

TABLE 30.—PRACTICE AND OPINION ON SEVEN TYPES OF CIVIC-POLITICAL ACTIVITIES

Type of activity	Usually *do* this and think teachers *should*	Usually *do not* do this but think teachers *should*	Usually *do* this but think teachers *should not*	Usually *do not* do this and think teachers *should not*	Should teachers do this?	
					Should	Should not
1	2	3	4	5	6	7
In a presidential election, hold a straw vote in class taught	31.9%	33.6%	1.5%	33.0%	65.5%	34.5%
In a local schoolboard election, discuss the candidates in private conversation in the hope of persuading others to vote for teacher's candidate	18.0	18.7	1.7	61.6	36.7	63.3
Serve as party precinct worker in pre-election activities	3.6	28.5	0.8	67.1	32.1	67.9
Represent political party as an official conducting an election	3.2	26.1	0.8	69.9	29.3	70.7
In a presidential election, outside school time, make speeches or give other service on behalf of teacher's candidate	2.5	21.0	0.4	76.1	23.5	76.5
In a schoolboard election, outside school time, make speeches or give other service on behalf of teacher's candidate	3.0	18.9	0.8	77.3	21.9	78.1
In a presidential election, explain to class the teacher's reasons for preferring his candidate	8.9	10.0	1.3	79.8	18.9	81.1

FIGURE XX

TEACHERS ARE VOTERS AND JOINERS


Percent of teachers who voted in most recent election
Voted in school community, 54%
Ineligible to vote, 6%
Did not vote, 8%
Voted elsewhere, 32%
Percent of teachers who are active members in one or more types of community groups, counting church as one type
Four or more types, 30%
Two types, 24%
None, 7%
Three types, 20%
One type, 19%

NEA Research Division—1957

TABLE 31.—EXTENT TO WHICH LOCAL POLITICS INFLUENCES EMPLOYMENT, SALARY, OR PROMOTION OF TEACHERS

Groups of teachers	Politics not believed to be an influence	Politics a limited influence	Politics is influential factor
1	2	3	4
Type and size of school district			
Rural	77.2%	15.2%	7.6%
Urban, by population			
500,000 or more	61.6	23.9	14.5
100,000–499,999	65.6	20.9	13.5
30,000–99,999	67.5	21.8	10.7
10,000–29,999	71.6	19.4	9.0
5,000–9,999	77.9	15.0	7.1
2,500–4,999	79.0	14.3	6.7
All urban	68.7	20.3	11.0
Degree of satisfaction with teaching materials and equipment			
Entirely satisfactory	80.8	13.7	5.5
More satisfactory than unsatisfactory	73.7	18.6	7.7
More unsatisfactory than satisfactory	62.5	20.0	17.5
Entirely unsatisfactory	39.4	20.2	40.4
Degree of satisfaction with classroom			
Entirely satisfactory	77.8	14.9	7.3
More satisfactory than not	75.1	16.9	8.0
More unsatisfactory than satisfactory	66.1	21.8	12.1
Entirely unsatisfactory	58.5	19.3	22.2
All teachers	72.1%	18.2%	9.7%

Appendix item 70 shows only slight differences in voting by type of school district, sex, or grades taught. Urban districts of various sizes showed no consistent trend, but the highest percent of voting by any group was the 91.5 percent in urban districts 500,000 or more in population.

Teachers were asked about practices and opinions on seven types of civic-political activities, chosen to show a range of acceptability. Appendix item 71 shows the percents of teachers who reported each practice; item 72 shows the range of opinions on one item: service by a teacher as a party precinct worker. Table 30 summarizes similar reactions to each of the seven items.

Clearly the trend of opinion was against teacher activity in partisan politics. Even a straw vote in a teacher's class during a presidential election was disapproved by 34.5 percent of the teachers. The other six practices were disapproved by substantial majorities, relatively higher for women than for men.

That teachers are not entirely removed from partisan politics, however, is shown in Appendix items 73 and 74. A total of 2.9 percent said Yes to the query: "While a teacher, have you ever been a candidate for election to a public office?" The percent was much higher for men than women, and for rural than urban teachers. Rural men in surprisingly large numbers—8.7 percent—had been before the public for an elective office.

When asked: "To what extent, if at all, do local politics influence the employment, amount of salary, or promotion of teachers in the system where you teach?" a reassuring 72.1 percent said, "So far as I know, politics has no influence." A further 18.2 percent replied, "Politics is a factor to a limited extent only." But 9.7 percent reported politics as an influential factor. Of the men, 13.8 percent reported that politics had a definite influence on teacher status. Only 8.1 percent of the women expressed this opinion. Appendix item 74 shows the replies of various groups.

The opinions of teachers on the extent of local political influence on teacher status are summarized in Table 31 by city size and by the teachers' evaluation of teaching materials and classrooms. Large majorities of almost every group reported the absence of political influence. It was more likely to be reported in the largest cities than in the smallest. Column 4 of Table 31 shows that only 6.7 percent of the teachers in the smallest cities recognized political influence, as compared with 14.5 percent in the districts of 500,000 population or more.

The teachers who reported that teaching materials and classrooms were entirely *satisfactory* reported the existence of political influence by proportions of only 5.5 percent and 7.3 percent, respectively. But those who had said that teaching materials and classrooms were entirely *unsatisfactory* reported the existence of political influence by 40.4 percent and 22.2 percent, respectively.

IX. The Teacher and the Profession

How does the teacher feel about teaching? What does he propose to do about teaching in the future? These are key questions that were approached in several ways in the questionnaire.

Professional Organizations

A central organization as a rallying point for planning and action is characteristic of all professional groups in the United States. For a hundred years the National Education Association has performed this function in education, thru an ever wider membership.

The teachers cooperating in the study reported membership in the NEA to the extent of 61.9 percent of the total. This is higher than the 53 percent of all classroom teachers and other instructional staff who were NEA members, according to 1955-56 records.

Membership in state education associations was reported by 88.6 percent, and in local teachers associations, by 90.5 percent.

Two out of five teachers were members of organizations in specialized professional fields. Many of the NEA's 30 departments, such as the National Art Education Association, are organizations of this type.

Appendix items 75 and 76 and Table 32 give detailed figures. Teachers from districts of 500,000 population or more were *below* average in percent of NEA, state association, and local association members, and *above* average in subject-field organizations.

NEA members were compared with those who were not members on several factors, as shown in Table 33. The NEA members included larger percents of urban teachers, of elementary teachers, of unmarried teachers, and of women teachers, than the nonmembers.

Of all members of the NEA 37.5 percent reported five years of preparation or more, and 47.7 percent had completed 15 or more years of experience. For nonmembers the corresponding figures were 37.2 and 40.6 percent.

The extent of participation by teachers in their local education association, and their evaluations of the local association programs, are shown in Appendix items 77 and 78. About a fourth of the teachers felt that their local associations had an excellent program, but men were less likely than women to give this indorsement.

Plans for Continued Service

A basic test of the desirability of a profession to its members is whether or not they stay in it. Qualified teachers are able to do many other things and have frequent opportunities to go into other callings.

One question on the last page of this questionnaire was this: "Do you plan to continue teaching until retirement?" Figures XXI and XXII and Appendix item 80 summarize the answers. Nearly 80 percent planned, certainly

TABLE 32.—MEMBERSHIP IN PROFESSIONAL EDUCATIONAL ORGANIZATIONS

Groups of teachers	Percent of teachers who are members of:			
	NEA	State association	Local association	Teaching field organization
1	2	3	4	5
Type and size of school district				
Rural	57.3%	91.5%	89.1%	30.4%
Urban, by population				
500,000 or more	32.7	48.8	74.6	53.2
100,000–499,999	70.7	91.9	94.1	49.9
30,000–99,999	77.1	96.1	95.8	47.5
10,000–29,999	72.3	96.8	96.6	42.9
5,000–9,999	70.6	96.8	94.9	41.3
2,500–4,999	66.8	98.0	95.5	36.9
All urban	65.1	86.7	91.6	46.8
Sex and marital status				
Men				
Married	57.3	86.0	88.3	43.8
Single	55.9	85.0	87.1	39.4
All men[a]	56.8	85.7	88.1	43.1
Women				
Married	60.0	89.0	91.1	33.5
Single	67.6	90.1	92.0	47.8
All women[a]	63.8	89.7	91.5	39.2
Grades taught				
Elementary	63.2	89.4	90.6	28.9
Secondary, by subject fields[b]				
Agriculture	72.9	95.7	95.7	93.1
Business education	60.9	93.1	89.9	64.0
English	63.8	87.6	92.6	60.0
Foreign language	66.4	93.6	94.5	69.1
Health and physical education	65.3	89.5	93.7	58.7
Household economics	56.6	96.0	90.9	76.8
Industrial arts; vocational education	49.7	82.1	86.8	65.6
Mathematics	65.2	91.4	92.1	46.4
Music	67.3	76.9	86.5	77.4
Science	59.4	88.0	92.9	55.2
Social studies	61.3	87.6	94.7	42.3
All secondary teachers	60.0	87.5	90.7	58.0
All teachers	61.9%	88.6%	90.5%	40.3%

[a] Includes divorced, separated, and widowed.
[b] Teaching in one field full time or more than half time and limited to fields representing 2 percent or more of secondary teachers.

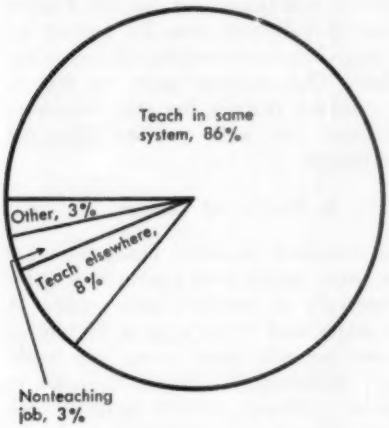
or probably, to continue teaching as a life career, the percent being larger for men than for women.

Certain figures were examined for the 13.9 percent of the men and the 23.3 percent of the women who planned—probably or certainly—to leave teaching. They were younger and had completed fewer years of preparation than those who planned to stay. Of the men teachers, 73.2 percent who planned to leave

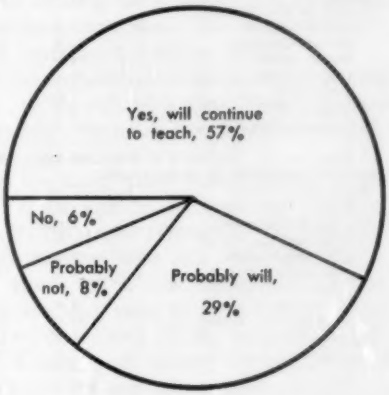
FIGURE XXI

MEN TEACHERS PLAN TO KEEP ON TEACHING

What do you expect to do next year? (1956-57)



Do you plan to continue teaching until retirement?

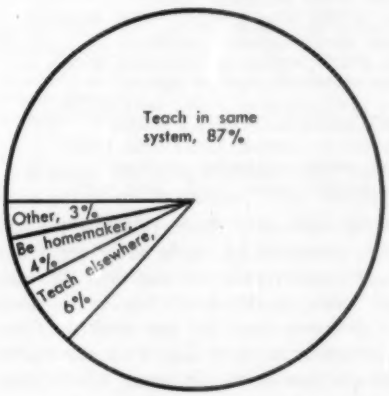


NEA Research Division—1957

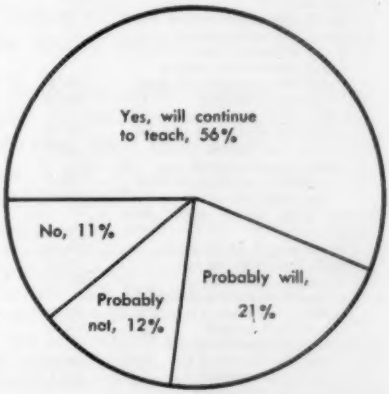
FIGURE XXII

WOMEN TEACHERS PLAN TO KEEP ON TEACHING

What do you expect to do next year? (1956-57)



Do you plan to continue teaching until retirement?



NEA Research Division—1957

teaching were under 36 years of age, vs. 52.8 percent of all men teachers reporting. And 54.0 percent of those expecting to leave had completed less than five years of preparation, vs. 38.9 percent of all men teachers. For women teachers, the differences in age were greater. Of those planning to leave teaching, 61.5 percent were under 36 years of age; of all women, 28.1 percent. On preparation, 83.2 percent of the women who expected to leave had completed less than five years of preparation, as contrasted with 71.6 percent of all women teachers.

TABLE 33.—MEMBERS OF NATIONAL EDUCATION ASSOCIATION COMPARED WITH NONMEMBERS

Item	Members of NEA	Nonmembers of NEA
1	2	3
Type and size of school district		
Rural	36.9%	44.9%
Urban, by population		
500,000 or more	5.8	19.6
100,000–499,999	15.8	10.6
30,000–99,999	14.9	7.2
10,000–29,999	15.1	9.4
5,000–9,999	7.6	5.2
2,500–4,999	3.9	3.1
Total urban	63.1	55.1
Total	100.0%	100.0%
Type of school district, by grades taught and by sex		
Rural		
Elementary, men	3.6%	5.6%
Elementary, women	22.9	27.6
Secondary, men	5.6	6.1
Secondary, women	4.8	5.6
Urban		
Elementary, men	4.4	4.1
Elementary, women	32.0	22.5
Secondary, men	11.7	15.6
Secondary, women	15.0	12.9
Total	100.0%	100.0%
Sex and marital status		
Men		
Married	21.1%	25.8%
Single	3.8	4.9
Divorced, separated, or widowed	0.4	0.7
Total men	25.3	31.4
Women		
Married	37.9	41.0
Single	26.9	21.0
Divorced, separated, or widowed	9.9	6.6
Total women	74.7	68.6
Total	100.0%	100.0%
Percent with five or more years of *preparation*		
Rural elementary women	9.6%	9.3%
Rural secondary women	35.2	19.3
Rural secondary men	48.7	47.3
Urban elementary women		
500,000 population or more	44.2	38.2
Less than 500,000	26.6	22.6
Urban secondary women		
500,000 population or more	75.0	79.0
Less than 500,000	58.5	53.2
Urban secondary men		
500,000 population or more	95.6	86.2
Less than 500,000	75.7	68.0
Percent with 15 or more years of *experience*		
Rural elementary women	51.4	42.0
Rural secondary women	41.9	36.1
Rural secondary men	22.8	17.9
Urban elementary women		
500,000 or more	52.9	43.5
Less than 500,000	53.4	47.4
Urban secondary women		
500,000 or more	66.6	71.0
Less than 500,000	62.6	50.3
Urban secondary men		
500,000 or more	60.9	44.0
Less than 500,000	36.3	32.8

A question reported earlier in Appendix item 25 and Table 15 dealt with the teacher's plans for the *next school year.* See also Figures XXI and XXII. Less than 2.0 percent intended to go into a nonteaching occupation the next year. The numbers were too few to justify extended analysis, but they, too, were younger and less well qualified than the average teacher.

A Preferred Career

Altho transfers to other occupations are possible, many factors work against such transfers, especially as teachers grow older. A teacher might wish heartily to be in another occupation, but still intend to continue teaching until retirement. A different approach to the teacher's attitude toward teaching took this form: "Suppose you could go back to your college days and start over again; in view of your present knowledge, would you become a teacher?"

The five items in the answer checklist, and the percent checking each, as reported in Appendix item 79, were as follows:

Certainly would become a teacher
Men, 29.9%; women, 55.1%; total, 48.2%
Probably would become a teacher
Men, 24.0%; women, 25.6%; total, 25.1%
Chances about even for and against
Men, 16.6%; women, 9.8%; total, 11.7%
Probably would not become a teacher
Men, 18.7%; women, 7.0%; total, 10.2%
Certainly would not become a teacher
Men, 10.8%; women, 2.5%; total, 4.8%

The significance of these replies, at the end of a long questionnaire, might be argued. Some teachers, answering at the end of a different day or week, might have checked an item higher or lower than the one marked in the blank returned to the NEA. That the replies to this question show consistent relationships with certain other factors in the questionnaire, however, is shown in Table 34.

TABLE 34.—ATTITUDE OF TEACHERS TOWARD TEACHING[a]

Groups of teachers	Given the chance to start over: Certainly or probably would teach again	Chances about even	Certainly or probably would not teach again
1	2	3	4
Rural teachers			
Elementary			
Men	68.3%	11.1%	20.6%
Women	85.2	6.5	8.3
All elementary	82.7	7.2	10.1
Secondary			
Men	49.4	19.3	31.3
Women	75.4	12.8	11.8
All secondary	61.5	16.3	22.2
Total rural			
Men	57.5	15.8	26.7
Women	83.5	7.6	8.9
All rural	76.9	9.7	13.4
Urban teachers			
Elementary			
Men	62.8	15.5	21.7
Women	82.2	9.0	8.8
All elementary	79.6	9.9	10.5
Secondary			
Men	48.2	17.7	34.1
Women	71.6	16.1	12.3
All secondary	60.3	16.9	22.8
Total urban			
Men	51.7	17.2	31.1
Women	78.7	11.4	9.9
All urban	70.9	13.0	16.1
Sex and marital status			
Men			
Married	52.9	16.1	31.0
Single	58.2	21.1	20.7
Divorced, separated, or widowed	60.0	6.7	33.3
All men	53.9	16.6	29.5
Women			
Married	83.6	7.9	8.5
Single	74.9	13.6	11.5
Divorced, separated, or widowed	84.2	7.3	8.5
All women	80.7	9.8	9.5
Grades taught			
Elementary	81.1	8.6	10.3
Secondary	60.7	16.7	22.6
All teachers	73.3%	11.7%	15.0%

[a] A question identical with the one summarized in Table 34 was included in an April 1944 questionnaire reported in the December 1945 NEA *Research Bulletin* (Vol. 23, No. 4, p. 142). Eight of the teaching groups listed in Table 34 were reported on for 1944 also. Replies in 1956 were more favorable than in 1944.

Women teachers, whether rural or urban, elementary or secondary, were better satisfied with teaching than men; 80.7 percent of the women, but only 53.9 percent of the men, said they would choose teaching again.

Single men were more favorable toward teaching than married men; married women were more favorable than single women. Figure XXIII shows the relative attitudes.

Elementary teachers, whether men or women, rural or urban, were better satisfied with teaching than secondary teachers.

Altho the differences were not as sharp as those already mentioned, rural teachers, whether men or women, elementary or secondary, were better satisfied with teaching than urban teachers.

Columns 3 and 4 of Table 34 show the percents who said they were not sure, or would be unlikely again to become teachers. Men were somewhat more likely than women to say that chances were about even. Married or widowed men were the least favorable toward repeating a teaching career.

The further analysis in this section is limited to the replies indicating that, given a chance to start over, the teacher certainly or probably would again become a teacher.

The Appendix, pages 42-62, shows in columns 17, 18, and 19, for each reply on each of the 80 items, the percents of men, women, and all teachers who said that they would teach again, given the opportunity. When studied in detail, many of the differences were found to be related to the varying proportions of men and women, elementary and secondary, rural and urban teachers.

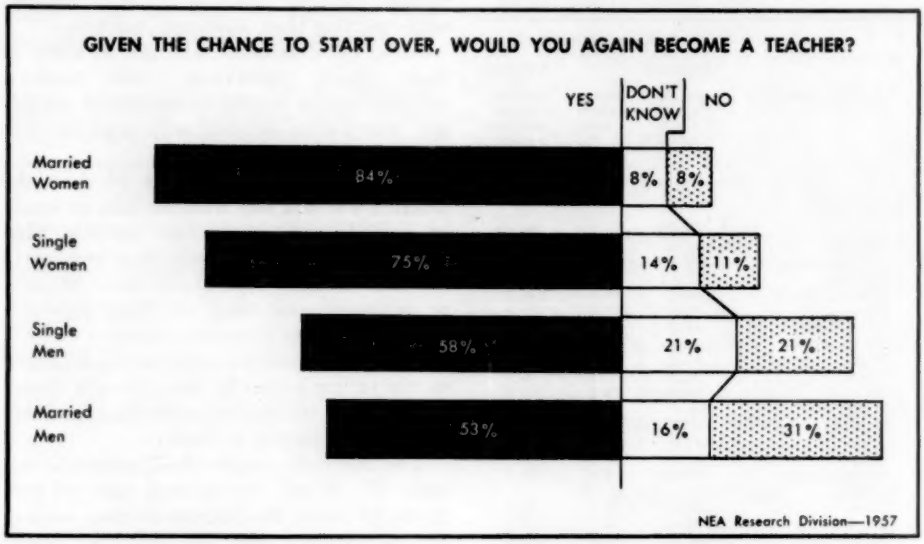
For example, in Appendix item 5, the percent who would teach again declines as the schools grow larger. But smaller schools are predominantly rural and elementary—characteristics associated with higher percents reporting satisfaction with teaching. In Appendix items 12 and 13, on level of preparation, percents reporting satisfaction decline as levels of preparation rise. But men, secondary, and urban teachers all tend to be high in preparation and low on percents who would teach again.

The items that appear to show a relationship with the percents reporting satisfaction with teaching, apart from the factors recognized in Table 34, are mentioned in the following paragraphs:

Relative financial status—With the exception of rural secondary women, percents reporting satisfaction with teaching were below average among those reporting that their financial position was worse than it had been a year earlier.

Teaching materials—Four levels of adequacy of teaching materials and equipment were listed. With the exception of men teachers in rural elemen-

FIGURE XXIII



tary schools, there was a direct relationship between the percents reporting satisfaction with teaching and the adequacy of teaching materials.

Classrooms—In every group, teachers who reported an entirely satisfactory classroom were willing to teach again by larger percents than those giving other evaluations of the classroom.

Sense of identity with community—About three-fourths of the teachers were living in the communities where their schools were located. Of these teachers, those who had moved to their communities as adults and had subsequently gained a sense of belonging reported satisfaction with teaching by higher percents than teachers who reported other relationships to their communities. Men teachers in rural elementary schools, however, were exceptions.

Restrictions on personal life—The teachers who reported no restrictions on their personal lives were above average for their groups, and, with the exception of men teachers in rural secondary grades, those reporting serious restrictions were below average in percents reporting satisfaction with teaching.

Politics as an influence—Among all groups of urban teachers, higher percents reporting satisfaction with teaching were recorded among those who reported no political influence on teacher status; and conversely, lower percents were noted where politics was an influence.

The foregoing items show that, beyond the differences outlined in Table 34, the relationships between willingness to teach again and responses to other questionnaire items were for the most part in items that in themselves reflected opinions. Basic personal attitudes as well as the factual situations are apparently involved in the relationships.

Love of Teaching Tips the Balance

Space was provided on the questionnaire for teachers "to tell the world about teaching." More than half of them offered comments with no guidance from an answer checklist. The analysis of these free-answer replies has not been completed; a preliminary sorting of a 10-percent sample shows the pattern that might be expected from the replies analyzed in the preceding paragraphs. The women teachers offered slightly more favorable comments than unfavorable; the comments from the men leaned more toward the unfavorable side. Among both men and women teachers, the criticisms were most likely to deal with administrative policies governing program and organization; followed closely in the case of men teachers by economic disadvantages.

But far outnumbering any other topic in all these voluntary evaluations of teaching were the one-third that dealt with one general theme—the love of teaching and the rewarding sense of achievement that comes from work with children and young people and contributing thru their lives to a better future.

X. Summary

This bulletin summarizes questionnaire replies from classroom teachers who are believed to be reasonably representative of the more than 1,100,000 classroom teachers in the public schools in 1955-56.

A composite portrait of the teacher emerges from the report. In reality it is two portraits, for marked differences appear between the men's and the women's replies. As background, it may be recalled that 27.5 percent of the teachers were men, 72.5 percent women; 61.7 percent taught elementary grades, 38.3 percent secondary; 40.1 percent were in rural districts, 59.9 percent in urban.

The following sketches of the typical (median, average) public-school classroom teacher state in the present tense the information reported in April and May 1956.

The Man Teacher

The typical man teacher is 35.4 years old. He is married and has either one or two children. Large majorities of men in all groups are married; the total is 82.7 percent. The average number of children of married men teachers is 1.8.

He holds a bachelor's degree. A master's or higher degree is held by 42.0 percent of the male teachers.

His total teaching experience (counting 1955-56 as a full year) is 8.0 years; this includes 4.8 years in the school system in which he is now employed.

His annual salary from teaching (average for 1955-56) is $4374. For the rural man teacher the average is $3671; and for the urban, $4784. His salary from teaching represents 86.0 percent of his total income. He is responsible for the full support of one or more dependents; 45.8 percent reported two or more persons fully dependent upon them.

He teaches in secondary grades; 129.1 pupils are enrolled in his classes, which have a median of 26.9 pupils each. However, 31.2 percent of the men teach in elementary schools, with median classes of 31.8 pupils. In urban schools, where 63.1 percent of the male teachers are employed, classes are larger. The typical man teacher devotes 11.3 hours a week to school duties in addition to the regular school day.

He is an active member in a church and at least one other community organization. He voted in his school community in the most recent election. A total of 84.8 percent of the men teachers voted.

If he could go back to his college days and start over again, he would become a teacher. Of all the men teachers, 53.9 percent say that they would teach again. However, 16.6 percent are not sure what their choice would be, and 29.5 percent think they would do something else.

The Woman Teacher

The typical woman teacher is 45.5 years of age, married, and has one child. In addition to the 54.0 percent of women teachers who are married, 11.9 percent are widowed. Only 34.1 percent are unmarried. The average number of children of married women teachers is 1.4.

She holds a bachelor's degree. A master's or higher degree is held by 18.1 percent.

Her total teaching experience (counting 1955-56 as a full year) is 15.4 years. This includes 7.6 years in the system where she is now employed.

Her annual salary from teaching (average for 1955-56) is $3932. For the rural woman teacher the average is $3165; and for the urban, $4473. Her salary from teaching represents 95.3 percent of her total income. She provides at least partial support to one or more dependents; 13.0 percent reported one or more persons *fully* dependent upon them.

She teaches in an elementary grade; 30.8 pupils are enrolled in her class. However, 26.7 percent of the women teach in secondary grades, with a median of 129.5 pupils in classes having a median of 26.9 pupils each. In urban schools, where 58.7 percent of the women teach, classes are larger. The typical woman teacher devotes 9.7 hours a week to school duties in addition to the regular school day.

She is an active member in a church and at least two other community organizations. She voted in her school community in the most recent election. A total of 86.4 percent of the women teachers voted.

If she could go back to her college days and start over, she would again become a teacher. Of all the women teachers, 80.7 percent reported that they would choose again to teach.

APPENDIX.—SUMMARY TABLE ON THE STATUS OF THE AMERICAN PUBLIC-SCHOOL TEACHER

Item	Rural teachers					Urban teachers					Rural and urban teachers							
	Men	Women	Elementary	Secondary	Total	Men	Women	Elementary	Secondary	Total	Men	Women	Elementary	Secondary	Total	Percent who would teach again		
																Men	Women	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1. TYPE AND SIZE OF SCHOOL DISTRICT (Percents add down, except columns 17-19)																		
Rural	100.0%	100.0%	100.0%	100.0%	100.0%	...	...	...	...	...	36.9%	41.3%	47.2%	28.6%	40.1%	57.5%	83.5%	76.9%
Urban, by population group																		
I. 500,000 or more	...	...	...	...	...	18.6%	18.5%	17.5%	19.7%	18.5%	11.7%	10.8%	9.3%	14.1%	11.1%	47.5%	76.9%	68.3%
II. 100,000-499,999	...	...	...	...	...	21.6	23.5	23.7	22.0	23.0	13.7	13.8	12.5	15.7	13.7	52.1	78.0	70.9
III. 30,000-99,999	...	...	...	...	...	19.0	20.4	20.2	19.7	20.0	12.0	12.0	10.7	12.0	12.0	51.4	79.0	71.4
IV. 10,000-29,999	...	...	...	...	...	22.2	21.2	21.5	21.6	21.5	14.0	12.5	11.3	15.4	12.9	50.5	80.0	71.2
V. 5,000-9,999	...	...	...	...	...	11.9	10.8	11.2	11.0	11.1	7.5	6.3	5.9	7.9	6.7	57.8	79.0	72.4
VI. 2,500-4,999	...	...	...	...	...	6.7	5.6	5.9	6.0	5.9	4.2	3.3	3.1	4.3	3.5	56.9	80.6	72.9
Total urban	...	...	...	...	...	100.0%	100.0%	100.0%	100.0%	100.0%	63.1%	58.7%	52.8%	71.4%	59.9%	51.7%	78.7%	70.9%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
2. TYPE AND SIZE OF SCHOOL DISTRICT (Percents add across, except columns 17-19)																		
Rural	25.3%	74.7%	72.7%	27.3%	100.0%	...	...	...	...	...	25.3%	74.7%	72.7%	27.3%	100.0%	57.5%	83.5%	76.9%
Urban, by population group																		
I. 500,000 or more	...	...	...	...	...	29.1%	70.9%	51.4%	48.6%	100.0%	29.1%	70.9%	51.4%	48.6%	100.0%	47.5%	76.9%	68.3%
II. 100,000-499,999	...	...	...	...	...	27.4	72.6	56.2	43.8	100.0	27.4	72.6	56.2	43.8	100.0	52.1	78.0	70.9
III. 30,000-99,999	...	...	...	...	...	27.6	72.4	55.1	44.9	100.0	27.6	72.4	55.1	44.9	100.0	51.4	79.0	71.4
IV. 10,000-29,999	...	...	...	...	...	29.9	70.1	54.3	45.7	100.0	29.9	70.1	54.3	45.7	100.0	50.5	80.0	71.2
V. 5,000-9,999	...	...	...	...	...	31.1	68.9	55.0	45.0	100.0	31.1	68.9	55.0	45.0	100.0	57.8	79.0	72.4
VI. 2,500-4,999	...	...	...	...	...	32.7	67.3	53.8	46.2	100.0	32.7	67.3	53.8	46.2	100.0	56.9	80.6	72.9
All urban	...	...	...	...	...	29.0	71.0	54.4	45.6	100.0	29.0	71.0	54.4	45.6	100.0	51.7	78.7	70.9
All teachers	10.1	30.0	29.1	11.0	40.1	17.4	42.5	32.6	27.3	59.9	27.5	72.5	61.7	38.3	100.0	53.9	80.7	73.3
3. REGION (Percents add down, except columns 17-19)																		
New England	5.1%	3.1%	3.3%	4.4%	3.6%	7.2%	5.5%	5.9%	6.1%	6.0%	6.4%	4.5%	4.7%	5.7%	5.1%	48.5%	80.4%	69.3%
Middle Atlantic	14.8	17.9	17.1	17.1	17.1	24.0	25.1	25.1	24.5	24.8	20.6	22.1	21.3	22.3	21.7	50.3	81.2	73.1
Southeast	27.6	28.2	26.8	31.4	28.1	12.4	15.4	13.7	15.5	14.5	18.0	20.7	19.9	20.1	20.0	53.6	77.9	71.8
Middle	22.3	28.0	26.5	26.7	26.5	25.7	26.9	26.5	26.6	26.6	24.4	27.4	26.5	26.6	26.5	53.3	81.4	74.3
Southwest	7.4	7.8	7.8	7.3	7.7	7.1	9.7	9.0	8.8	8.9	7.2	8.9	8.4	8.4	8.4	50.5	78.4	71.8
Northwest	9.3	8.5	9.7	6.2	8.7	4.6	4.9	4.8	4.8	4.8	6.4	6.4	7.1	5.2	6.4	59.2	85.7	78.4
Far West	13.5	6.5	8.8	6.9	8.3	19.0	12.5	15.0	13.7	14.4	17.0	10.0	12.1	11.7	11.9	60.7	82.3	73.8
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	...	...	...
4. REGION (Percents add across, except columns 17-19)																		
New England	10.3%	18.4%	19.1%	9.6%	28.7%	24.7%	46.6%	38.1%	33.2%	71.3%	35.0%	65.0%	57.2%	42.8%	100.0%	48.5%	80.4%	69.3%
Middle Atlantic	6.9	24.6	22.9	8.6	31.5	19.3	49.2	37.7	30.8	68.5	26.2	73.8	60.6	39.4	100.0	50.3	81.2	73.1
Southeast	14.1	42.3	39.1	17.3	56.4	10.8	32.8	22.4	21.2	43.6	24.9	75.1	61.5	38.5	100.0	53.6	77.9	71.8
Middle	8.6	31.5	29.1	11.0	40.1	16.8	43.1	32.5	27.4	59.9	25.4	74.6	61.6	38.4	100.0	53.3	81.4	74.3
Southwest	8.9	27.5	26.9	9.5	36.4	14.6	49.0	35.0	28.6	63.6	23.5	76.5	61.9	38.1	100.0	50.5	78.4	71.8
Northwest	14.9	40.0	44.2	10.7	54.9	12.6	32.5	24.4	20.7	45.1	27.5	72.5	68.6	31.4	100.0	59.2	85.7	78.4
Far West	11.5	16.3	21.5	6.3	27.8	27.7	44.5	41.0	31.2	72.2	39.2	60.8	62.5	37.5	100.0	60.7	82.3	73.8
All teachers	10.1	30.0	29.1	11.0	40.1	17.4	42.5	32.6	27.3	59.9	27.5	72.5	61.7	38.3	100.0	53.9	80.7	73.3

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
5. NUMBER OF TEACHERS IN SCHOOL WHERE TEACHING																		
1 teacher	5.8%	17.9%	20.4%	0.0%	14.8%	0.0%	0.0%	0.0%	0.0%	0.0%	2.1%	7.4%	9.7%	0.0%	6.0%	75.8%	88.0%	86.7%
2-3 teachers	8.3	17.8	21.1	0.2	15.4	0.0	0.1	0.2	0.0	0.1	3.1	7.4	10.1	0.0	6.2	68.1	82.0	80.1
4-6 teachers	10.7	16.8	18.8	5.9	15.3	0.3	1.9	2.4	0.2	1.4	4.2	8.0	10.2	1.9	7.0	65.6	82.2	79.4
7-12 teachers	22.2	17.5	17.4	22.0	18.7	4.5	11.7	16.3	1.6	9.6	11.1	14.1	16.9	7.5	13.3	54.1	84.7	77.6
13-24 teachers	36.4	18.8	14.2	47.4	23.2	19.4	34.5	46.6	10.5	30.2	25.7	28.0	31.2	21.1	27.4	54.3	81.6	74.5
25-49 teachers	14.1	9.6	6.8	21.2	10.8	34.3	29.3	26.8	35.5	30.7	26.8	21.2	17.3	31.4	22.7	53.0	77.2	69.3
50-99 teachers	2.5	1.6	1.3	3.3	1.8	31.4	19.4	7.4	41.3	22.9	20.7	12.1	4.5	30.4	14.4	49.2	74.9	64.8
100 or more teachers	0.0	0.0	0.0	0.0	0.0	10.1	3.1	0.3	10.9	5.1	6.3	1.8	0.1	7.7	3.0	48.5	71.2	58.2
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
6. GRADES INCLUDED IN SCHOOL WHERE TEACHING																		
Kindergarten or Grade I thru Grade VI or lower	7.6%	20.7%	29.9%	0.0%	17.4%	16.4%	47.5%	70.7%	0.0%	38.5%	13.1%	36.4%	48.6%	0.0%	30.0%	69.5%	82.6%	81.0%
Kindergarten or Grade I thru Grade VII or VIII	29.7	43.3	54.2	1.8	39.9	7.8	14.2	20.7	2.3	12.4	15.9	26.2	36.5	2.2	29.4	57.6	84.4	79.4
Kindergarten or Grade I thru Grade IX	1.1	0.8	0.9	0.8	0.9	2.7	1.6	1.5	2.4	1.9	2.1	1.3	1.2	2.0	1.5	53.1	84.6	72.6
Kindergarten or Grade I thru Grade XI or higher	35.8	26.5	20.5	51.1	28.9	6.0	6.3	5.7	6.9	6.2	17.0	14.7	12.7	19.5	15.3	55.0	81.0	73.0
Grades VI thru VIII or Grades VII thru IX	0.9	0.4	0.2	1.5	0.5	9.3	6.2	0.5	15.0	7.1	6.2	3.8	0.4	11.1	4.5	44.8	71.6	61.4
Grades VI or VII thru XI or XII or higher	8.6	2.9	0.3	15.2	4.4	10.3	5.6	0.3	14.9	6.9	9.7	4.5	0.3	15.0	5.9	52.3	69.2	61.6
Grades VIII thru XI, or Grades IX thru XII or higher	16.0	5.0	0.0	28.3	7.7	28.3	11.1	0.0	35.3	16.1	23.8	8.6	0.0	33.3	12.8	47.7	73.8	60.4
Grades X thru XII or higher	0.3	0.4	0.0	1.3	0.3	18.9	7.1	0.0	23.1	10.5	12.0	4.3	0.0	16.8	6.4	48.9	73.7	60.9
Others (ungraded, etc.)	0.0	0.0	0.0	0.0	0.0	0.3	0.4	0.6	0.1	0.4	0.2	0.2	0.3	0.1	0.2	33.3	77.8	66.7
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
7. OCCUPATION OF TEACHER'S FATHER																		
Farmer	41.0%	50.9%	52.5%	37.5%	48.4%	17.0%	22.1%	21.8%	19.1%	20.6%	25.8%	33.9%	36.3%	24.4%	31.7%	52.8%	82.7%	76.0%
Unskilled worker	8.0	5.2	5.7	6.4	5.9	9.0	5.1	6.2	6.2	6.2	8.6	5.1	6.0	6.3	6.1	50.8	81.2	69.3
Skilled or semiskilled worker	23.4	16.3	17.5	19.7	18.1	32.2	22.9	26.2	24.9	25.6	29.0	20.2	22.1	23.4	22.6	54.2	82.7	72.6
Clerical or sales worker	3.7	4.3	3.4	6.1	4.2	6.6	8.0	7.4	7.9	7.6	5.5	6.5	5.5	7.3	6.3	62.4	78.7	74.7
Managerial worker or self-employed	13.9	14.8	14.0	16.1	14.5	21.3	26.3	24.4	25.5	24.9	18.6	21.6	19.5	22.8	20.7	49.1	78.3	71.1
Professional or semi-professional worker	10.0	8.5	6.9	14.3	8.9	13.9	15.6	14.0	16.4	15.1	12.5	12.7	10.6	15.8	12.6	59.2	77.0	72.1
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
8. AGE OF TEACHERS																		
Under 21 years	0.7%	1.6%	1.9%	0.0%	1.3%	0.1%	0.0%	0.0%	0.1%	0.1%	0.3%	0.7%	0.9%	0.0%	0.6%	40.0%	81.5%	75.0%
21-25 years	10.4	8.8	8.2	11.7	9.2	5.2	12.5	13.4	6.9	10.4	7.1	11.0	11.0	8.3	9.9	58.2	84.7	79.5
26-30 years	21.8	7.6	8.4	18.7	11.2	23.1	9.9	13.0	14.7	13.7	22.6	9.0	10.8	15.8	12.7	56.4	77.2	67.0
31-35 years	22.0	8.3	8.7	19.9	11.8	23.2	6.8	9.9	13.5	11.5	22.8	7.4	9.3	15.3	11.6	57.3	78.0	66.8
36-40 years	11.9	10.2	10.4	11.2	10.6	13.8	8.4	8.7	11.4	10.0	13.1	9.1	9.5	11.4	10.2	55.9	82.7	73.3
41-45 years	9.3	15.0	14.3	11.6	13.6	9.4	13.9	13.5	11.4	12.6	9.4	14.3	13.9	11.5	13.0	46.5	81.8	74.8
46-55 years	16.9	36.3	35.9	19.4	31.4	16.9	33.0	28.3	28.3	28.3	16.9	34.4	31.9	25.7	29.6	46.4	80.7	75.3
56-65 years	5.4	10.9	10.5	6.8	9.5	7.3	14.1	12.2	12.1	12.1	6.6	12.8	11.4	10.6	11.1	52.0	78.2	73.9
66 years or over	1.6	1.3	1.7	0.7	1.4	1.0	1.4	1.0	1.6	1.3	1.2	1.3	1.3	1.4	1.3	68.4	81.8	78.4
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
Median years of age	34.9	45.5	45.3	35.9	43.2	35.6	45.4	42.9	42.5	42.7	35.4	45.5	44.1	40.6	42.9	34.8	45.4	43.3

Item	Rural teachers					Urban teachers					Rural and urban teachers							
	Men	Women	Elementary	Secondary	Total	Men	Women	Elementary	Secondary	Total	Men	Women	Elementary	Secondary	Total	Percent who would teach again		
																Men	Women	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
9. SEX AND MARITAL STATUS																		
Men, married	79.1%	0.0%	12.1%	41.2%	20.0%	84.8%	0.0%	10.2%	41.8%	24.6%	82.7%	0.0%	11.1%	41.7%	22.8%	52.9%	...	52.9%
Men, single	18.1	0.0	2.5	10.1	4.6	13.8	0.0	2.6	5.7	4.0	15.4	0.0	2.6	6.9	4.2	58.2	...	58.2
Men, separated, divorced, or widowed	2.8	0.0	0.3	1.8	0.7	1.4	0.0	0.3	0.5	0.4	1.9	0.0	0.3	0.9	0.5	60.0	...	60.0
Women, married	0.0	66.5	58.7	25.6	49.7	0.0	45.1	43.0	19.0	32.1	0.0	54.0	50.4	20.8	39.1	...	83.6%	83.6
Women, single	0.0	21.0	15.7	15.6	15.7	0.0	43.4	33.7	27.3	30.8	0.0	34.1	25.2	24.0	24.8	...	74.9	74.9
Women, separated, divorced, or widowed	0.0	12.5	10.7	5.7	9.3	0.0	11.5	10.2	5.7	8.1	0.0	11.9	10.4	5.7	8.6	...	84.2	84.2
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
Total married	79.1%	66.5%	70.8%	66.8%	69.7%	84.8%	45.1%	53.2%	60.8%	56.7%	82.7%	54.0%	61.5%	62.5%	61.9%	52.9%	83.6%	72.3%
Total men	100.0	0.0	14.9	53.1	25.3	100.0	0.0	13.1	48.0	29.0	100.0	0.0	14.0	49.5	27.5	53.9	...	53.9
Total women	0.0	100.0	85.1	46.9	74.7	0.0	100.0	86.9	52.0	71.0	0.0	100.0	86.0	50.5	72.5	...	80.7	80.7
10. NUMBER OF CHILDREN OF TEACHER																		
No children	33.6%	41.4%	37.7%	44.0%	39.4%	30.6%	65.1%	59.5%	49.9%	55.1%	31.7%	55.3%	49.2%	48.2%	48.8%	56.4%	77.5%	73.7%
1 child	20.4	19.7	19.4	21.0	19.9	21.6	15.6	16.6	18.2	17.3	21.1	17.3	17.9	19.0	18.3	49.7	81.0	71.1
2 children	23.5	18.3	19.8	19.1	19.6	28.5	13.1	15.9	19.5	17.5	26.6	15.2	17.8	19.4	18.4	53.0	87.2	73.5
3 children	12.3	11.1	12.1	9.6	11.4	12.7	4.4	5.4	8.6	6.9	12.6	7.2	8.6	8.9	8.7	55.2	87.7	74.7
4 children	5.3	5.3	5.8	3.7	5.3	4.9	1.2	1.8	2.8	2.3	5.1	2.9	3.7	3.1	3.5	57.7	86.2	74.7
5 children	3.3	2.2	2.7	1.9	2.5	1.2	0.5	0.6	0.8	0.7	2.0	1.2	1.6	1.1	1.4	48.4	85.4	70.9
6 children	0.5	1.3	1.4	0.5	1.1	0.3	0.1	0.2	0.1	0.1	0.4	0.6	0.7	0.2	0.5	50.0	87.5	80.0
7 or more children	1.1	0.7	1.1	0.2	0.8	0.2	0.0	0.0	0.1	0.1	0.5	0.3	0.5	0.1	0.4	62.5	75.0	70.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
Average number of children	1.5	1.4	1.5	1.2	1.4	1.5	0.6	0.8	1.0	0.9	1.5	0.9	1.1	1.0	1.1	1.5	1.0	1.1
11. AGES OF TEACHER'S CHILDREN																		
All under 6 years	33.8%	7.3%	9.5%	29.8%	14.6%	38.8%	8.5%	19.0%	25.1%	22.1%	37.0%	7.9%	13.5%	26.5%	18.6%	51.7%	83.8%	60.3%
All 6-11 years	8.2	9.9	8.8	11.4	9.5	7.3	13.2	11.5	9.7	10.6	7.6	11.4	9.9	10.2	10.0	50.0	76.8	69.3
All 12-17 years	6.9	12.0	11.4	8.2	10.6	5.2	16.4	15.0	7.8	11.4	5.8	14.0	12.9	8.0	11.0	47.5	83.4	76.4
All 18 years or over	12.0	34.8	33.1	14.6	28.4	13.2	34.7	27.0	23.1	25.0	12.7	34.7	30.5	20.5	26.6	52.2	87.4	81.2
Some under 6 and some 6-11 years	16.0	6.7	6.5	17.6	9.3	16.4	4.1	6.6	12.5	9.6	16.3	5.5	6.6	14.1	9.5	58.5	82.0	67.2
Some under 6, 6-11, and 12-17 years	4.0	1.9	2.5	2.6	2.5	2.5	0.7	0.7	2.3	1.5	3.0	1.4	1.7	2.4	2.0	53.1	64.0	57.9
Some 6-11 and some 12-17 years	6.6	8.4	7.8	8.2	7.9	7.0	10.6	9.9	8.1	9.0	6.9	9.4	8.7	8.1	8.5	54.2	89.4	78.9
Some 12-17 and some 18 and over	4.3	12.4	12.3	3.5	10.1	4.6	8.3	6.5	6.8	6.6	4.5	10.5	9.9	5.8	8.3	53.2	87.9	81.0
All other combinations of age groups	8.2	6.6	8.1	4.1	7.1	5.0	3.5	3.8	4.6	4.2	6.2	5.2	6.3	4.4	5.5	52.3	84.0	71.1
Total having children	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	52.8%	84.8%	73.0%
12. YEARS OF COLLEGE EDUCATION COMPLETED																		
None	0.0%	1.4%	1.4%	0.0%	1.0%	0.4%	0.3%	0.3%	0.4%	0.4%	0.3%	0.8%	0.8%	0.3%	0.6%	50.0%	87.1%	82.9%
Some but less than 2 years	3.0	7.8	8.9	0.5	6.6	0.0	0.9	1.2	0.0	0.6	1.1	3.8	4.8	0.1	3.0	70.6	83.7	82.4
Two but less than 4 years	10.4	36.8	40.9	1.6	30.1	2.6	12.1	15.3	2.1	9.3	5.4	22.3	27.4	2.0	17.6	60.7	85.8	83.7
Four but less than 5 years	46.2	41.0	36.2	58.5	42.3	23.9	47.4	50.1	29.2	40.6	32.1	44.7	43.6	37.6	41.3	55.6	81.4	75.9
Five but less than 6 years	29.3	9.9	9.8	28.3	14.9	43.8	25.6	22.5	41.0	30.9	38.5	19.1	16.5	37.3	24.5	50.6	75.4	64.6
Six years or more	11.1	3.1	2.8	11.1	5.1	29.3	13.7	10.6	27.3	18.2	22.6	9.3	6.9	22.7	13.0	54.6	73.7	64.6
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
Median years completed	4.8	4.1	3.9	4.8	4.3	5.5	4.8	4.7	5.4	4.9	5.3	4.5	4.4	5.3	4.7	5.3	4.5	4.6

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
13. HIGHEST COLLEGE DEGREE HELD BY TEACHERS																		
No degree	12.8%	39.1%	43.8%	2.4%	32.5%	2.8%	10.4%	12.9%	2.5%	8.2%	6.5%	22.2%	27.5%	2.5%	17.9%	62.0%	85.9%	83.5%
A degree based on less than 4 years	1.4	8.5	8.9	0.8	6.7	0.6	3.5	4.6	0.3	2.7	0.9	5.5	6.6	0.5	4.3	64.3	83.9	82.8
Bachelor's degree	61.0	45.4	41.2	70.9	49.3	44.6	60.4	63.7	46.3	55.8	50.6	54.2	53.1	53.3	53.2	54.9	80.2	73.5
Master's degree	24.4	7.0	6.1	25.6	11.4	51.1	25.5	18.8	49.9	32.9	41.3	17.9	12.8	42.9	24.3	50.9	74.7	63.6
Doctor's degree	0.4	0.0	0.0	0.3	0.1	0.9	0.2	0.0	1.0	0.4	0.7	0.2	0.0	0.8	0.3	63.6	83.3	70.6
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
14. IN WHAT TYPE OF INSTITUTION DID YOU TAKE THE LARGER PART OF YOUR YEARS OF COLLEGE EDUCATION?																		
Public university or land-grant college	32.9%	22.1%	20.5%	36.1%	24.9%	33.5%	28.2%	26.0%	34.2%	29.7%	33.3%	25.7%	23.4%	34.7%	27.8%	49.7%	77.5%	68.3%
Public teachers college	39.1	58.1	60.2	35.1	53.2	26.0	40.6	47.2	23.4	36.4	30.8	47.8	53.3	26.7	43.1	55.3	83.9	78.2
Other public college	4.2	4.5	4.7	3.7	4.4	4.0	3.2	3.3	3.5	3.4	4.1	3.7	4.0	3.6	3.8	58.7	82.0	75.1
Nonpublic university	13.4	7.5	7.0	14.4	9.0	25.6	17.4	14.4	26.3	19.8	21.1	13.4	10.9	22.9	15.5	56.5	76.2	68.8
Nonpublic teachers college or normal school	2.3	2.3	2.2	2.4	2.3	2.3	2.5	2.7	2.2	2.5	2.3	2.4	2.5	2.3	2.4	42.9	75.3	66.7
Other nonpublic college	8.1	5.5	5.4	8.3	6.2	8.6	8.1	6.4	10.4	8.2	8.4	7.0	5.9	9.8	7.4	59.7	79.2	73.1
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
15. YEAR IN WHICH HIGHEST COLLEGE DEGREE WAS RECEIVED																		
Before 1925	2.0%	5.0%	4.3%	3.7%	4.1%	2.8%	4.5%	2.8%	5.2%	4.0%	2.5%	4.7%	3.4%	4.8%	4.0%	44.4%	75.0%	69.0%
1925-1934	6.3	14.6	10.5	13.9	11.9	10.3	19.2	13.3	19.9	16.5	9.0	17.7	12.3	18.2	15.0	45.7	75.1	69.6
1935-1944	11.2	21.6	19.5	16.2	18.2	14.0	23.8	20.1	21.5	20.8	13.1	23.1	19.9	20.0	19.9	48.9	77.8	71.8
1945-1949	13.4	15.0	14.0	15.2	14.4	15.0	12.1	12.5	13.5	13.0	14.4	13.0	13.0	14.0	13.5	51.4	81.9	71.6
1950-1951	26.6	11.5	14.3	19.7	16.4	19.5	11.2	14.3	13.2	13.8	22.0	11.3	14.3	15.0	14.7	53.8	76.8	66.0
1952-1953	17.7	13.1	14.4	14.9	14.6	19.2	11.7	15.9	12.0	14.0	18.7	12.1	15.3	12.8	14.2	55.8	81.9	71.1
1954	9.4	7.8	9.0	7.4	8.3	7.4	7.9	9.0	6.4	7.7	8.1	7.9	9.0	6.7	7.9	63.8	84.6	78.0
1955	11.0	8.7	10.7	7.5	9.5	8.7	7.6	9.2	6.6	7.9	9.4	8.0	9.8	6.9	8.4	53.7	84.4	73.6
1956	2.4	2.7	3.3	1.5	2.6	3.1	2.0	2.9	1.7	2.3	2.8	2.2	3.0	1.6	2.4	61.0	84.1	75.5
Total (of those having college degrees)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.2%	79.3%	71.1%
Median number of years since highest degree was received	5.7	9.1	6.8	6.9	6.8	6.2	11.0	8.8	10.7	8.6	8.0	10.3	6.8	9.5	7.9	5.7	9.7	7.8
16. ADEQUACY OF TEACHING CERTIFICATE HELD BY TEACHER																		
A certificate that represents full qualifications for present position	84.5%	85.7%	83.1%	91.5%	85.4%	93.4%	93.8%	91.9%	95.9%	93.7%	90.1%	90.5%	87.7%	94.7%	90.4%	53.1%	80.7%	73.1%
A certificate that is or has been a "regular" certificate but does not represent full qualifications for present position	3.9	3.9	4.1	3.3	3.9	2.7	3.0	3.5	2.1	2.9	3.1	3.3	3.8	2.4	3.3	66.7	78.4	75.3
A temporary or emergency certificate	11.6	10.4	12.8	5.2	10.7	3.9	3.2	4.6	2.0	3.4	6.8	6.2	8.5	2.9	6.3	60.6	80.3	74.5
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%

Item	Rural teachers					Urban teachers					Rural and urban teachers							
	Men	Women	Elementary	Secondary	Total	Men	Women	Elementary	Secondary	Total	Men	Women	Elementary	Secondary	Total	Percent who would teach again		
																Men	Women	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
17. TOTAL YEARS OF FULL-TIME TEACHING EXPERIENCE, INCLUDING PRESENT YEAR																		
1-2 years	20.4%	8.9%	10.6%	15.0%	11.8%	13.7%	9.7%	11.9%	9.6%	10.9%	16.1%	9.4%	11.3%	11.1%	11.2%	58.2%	85.6%	74.8%
3-4 years	16.5	9.8	10.4	14.3	11.5	15.3	8.7	11.4	9.7	10.6	15.8	9.2	10.9	11.1	11.0	61.7	79.0	72.2
5-9 years	27.6	16.9	16.4	28.4	19.6	31.9	14.3	18.4	20.6	19.4	30.3	15.4	17.4	22.8	19.5	54.1	80.6	69.2
10-14 years	8.4	18.4	17.3	12.2	15.9	8.4	12.7	12.4	10.3	11.5	8.4	15.1	14.7	10.9	13.2	46.9	81.4	75.3
15-19 years	5.3	17.1	15.9	9.1	14.1	8.1	11.8	10.9	10.5	10.7	7.1	13.9	13.3	10.1	12.1	45.9	82.7	76.8
20-24 years	6.9	11.0	11.5	5.7	9.9	7.6	11.7	9.3	12.0	10.5	7.3	11.4	10.4	10.2	10.3	39.8	83.8	75.2
25-34 years	12.3	14.4	14.6	11.9	13.9	10.1	21.2	17.1	19.0	18.0	10.9	18.4	15.9	16.9	16.3	56.5	77.6	73.7
35-44 years	2.3	3.1	2.9	3.1	2.9	4.6	9.2	8.0	7.7	7.8	3.8	6.7	5.6	6.4	5.9	48.3	73.8	69.3
45 or more years	0.3	0.4	0.4	0.3	0.4	0.3	0.7	0.6	0.6	0.6	0.3	0.5	0.5	0.5	0.5	80.0	78.3	78.6
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
Median years of experience	7.4	13.9	13.6	8.6	12.2	8.3	16.9	13.3	14.9	14.0	8.0	15.4	13.5	12.3	13.1	7.4	15.2	13.1
18. TOTAL YEARS OF FULL-TIME SERVICE IN SCHOOL SYSTEM WHERE NOW TEACHING																		
1-2 years	44.8%	28.0%	32.1%	32.9%	32.3%	27.5%	21.2%	24.3%	21.4%	23.0%	33.9%	24.0%	28.0%	24.7%	26.7%	56.8%	81.7%	73.0%
3-4 years	15.8	20.2	18.3	21.2	19.1	19.0	13.0	16.2	12.9	14.7	17.8	16.0	17.2	15.2	16.5	57.1	82.7	75.1
5-9 years	20.0	21.0	20.1	22.6	20.8	23.2	17.7	19.4	19.1	19.3	22.0	19.1	19.7	20.1	19.9	52.9	81.2	72.6
10-14 years	5.8	13.8	13.1	8.3	11.8	8.7	15.0	13.6	12.7	13.2	7.6	14.5	13.4	11.4	12.6	48.3	82.0	76.4
15-19 years	4.0	6.7	6.1	5.7	6.0	6.0	5.7	5.0	6.8	5.8	5.3	6.1	5.5	6.5	5.9	43.2	78.7	70.0
20-24 years	3.0	4.1	3.7	4.1	3.8	5.7	6.2	4.4	8.0	6.0	4.7	5.3	4.1	6.9	5.1	45.8	83.3	73.9
25-34 years	6.2	5.4	5.9	4.6	5.6	8.6	16.5	12.7	16.0	14.2	7.7	11.9	9.5	12.8	10.8	55.5	74.2	70.5
35-44 years	0.4	0.7	0.6	0.6	0.6	1.2	4.4	4.2	2.7	3.5	0.9	2.9	2.5	2.1	2.3	35.7	77.1	72.7
35 or more years	0.0	0.1	0.1	0.0	0.0	0.1	0.3	0.2	0.4	0.3	0.1	0.2	0.1	0.3	0.2	100.0	77.8	80.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
Median years of experience	3.7	5.4	4.9	4.6	4.9	5.8	9.5	7.4	9.1	8.2	4.8	7.6	6.2	7.5	6.7	4.5	7.4	6.7
19. NUMBER OF DIFFERENT SCHOOL SYSTEMS IN WHICH TEACHER HAS TAUGHT FULL TIME																		
1 system	41.8%	24.9%	27.0%	34.9%	29.1%	47.2%	35.1%	37.7%	39.7%	38.6%	45.2%	30.9%	32.7%	38.3%	34.8%	55.4%	81.0%	71.8%
2 systems	27.5	24.1	23.5	29.0	25.0	28.3	24.1	25.3	25.4	25.3	28.0	24.1	24.5	26.4	25.2	56.0	80.8	73.2
3 systems	12.2	17.7	17.0	14.3	16.3	11.7	18.7	16.9	16.3	16.7	11.9	18.3	17.0	15.8	16.5	43.2	81.1	73.6
4 systems	6.3	12.2	11.5	8.6	10.7	6.9	11.0	9.3	10.4	9.8	6.7	11.5	10.3	9.9	10.2	50.5	78.6	73.5
5 systems	4.4	9.6	9.4	5.4	8.3	3.3	6.0	5.4	5.0	5.2	3.7	7.4	7.2	5.1	6.4	47.4	84.4	78.6
6 systems or more	7.8	11.5	11.6	7.8	10.6	2.6	5.1	5.4	3.2	4.4	4.5	7.8	8.3	4.5	6.9	62.3	77.5	74.7
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
Median number of systems	2.3	3.1	2.9	2.5	2.8	2.1	2.6	2.5	2.4	2.5	2.2	2.8	2.7	2.4	2.6	2.1	2.8	2.6
20. NUMBER OF BREAKS IN TEACHING OF AS MUCH AS ONE YEAR																		
None	65.9%	32.6%	35.6%	55.5%	41.0%	72.5%	52.4%	54.6%	62.6%	58.2%	70.0%	44.2%	45.6%	60.6%	51.3%	54.9%	78.5%	69.6%
1 break	23.2	41.4	38.7	31.7	36.8	23.0	32.1	31.1	27.5	29.5	23.1	36.0	34.7	28.7	32.4	51.4	82.5	76.4
2 breaks	6.7	16.5	16.1	8.6	14.0	3.4	10.5	10.0	6.6	8.4	4.6	13.0	12.9	7.1	10.7	49.3	82.8	80.6
3 breaks	2.5	5.1	4.8	3.4	4.5	0.9	3.1	2.5	2.4	2.5	1.5	3.9	3.6	2.7	3.3	60.9	76.3	74.3
4 or more breaks	1.7	4.4	4.8	0.8	3.7	0.2	1.9	1.8	0.9	1.4	0.8	2.9	3.2	0.9	2.3	41.7	79.8	76.3
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
Median number of breaks	0.8	1.4	1.4	0.9	1.2	0.7	0.9	0.9	0.8	0.9	0.7	1.2	1.1	0.8	0.9	0.7	1.2	1.0

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
21. PRIMARY REASON FOR MOST RECENT BREAK IN TEACHING SERVICE																		
Marriage or full-time homemaking ...	0.0%	43.0%	40.3%	23.0%	36.7%	0.0%	29.9%	30.6%	14.9%	24.2%	0.0%	36.4%	36.0%	17.5%	30.3%	...	86.5%	86.5%
Maternity or child rearing	0.0	29.2	26.6	18.2	24.9	0.0	26.8	24.9	17.0	21.7	0.0	28.0	25.9	17.4	23.2	...	86.4	86.4
Husband's transfer to another community	0.0	4.0	3.6	2.6	3.4	0.0	5.4	5.9	2.1	4.4	0.0	4.7	4.6	2.2	3.9	...	76.4	76.4
Further study	17.5	6.5	6.9	12.8	8.2	22.0	17.1	15.5	21.7	18.0	20.1	11.8	10.7	18.8	13.2	55.9%	77.2	71.7
Employment in a nonteaching position	48.5	8.8	11.7	25.9	14.6	28.0	10.6	9.9	19.7	13.9	36.6	9.7	10.9	21.7	14.3	48.5	69.1	60.2
Military service	27.8	0.4	2.6	11.3	4.4	45.2	0.9	3.2	18.2	9.3	37.9	0.6	2.9	16.0	6.9	51.4	71.4	52.9
Ill health	3.6	3.3	3.4	2.9	3.3	0.7	4.7	5.1	2.4	4.0	1.9	4.0	4.1	2.6	3.7	66.7	74.7	74.0
Dismissal or forced resignation from teaching	1.0	2.5	2.7	1.1	2.3	1.5	1.6	1.6	1.6	1.6	1.3	2.1	2.2	1.4	1.9	33.3	83.0	77.4
Other reasons	1.6	2.3	2.2	2.2	2.2	2.6	3.0	3.3	2.4	2.9	2.2	2.7	2.7	2.4	2.6	50.0	80.0	75.7
Total reporting breaks in service	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	51.3%	82.4%	77.1%
22. NUMBER OF YEARS AWAY FROM TEACHING SINCE BEGINNING TO TEACH																		
None	65.9%	32.5%	35.6%	55.4%	41.0%	72.6%	52.4%	54.6%	62.6%	58.2%	70.1%	44.2%	45.6%	60.5%	51.3%	54.9%	78.6%	69.7%
1-2 years	12.3	11.2	10.4	14.5	11.5	12.4	14.3	13.0	14.6	13.8	12.4	13.0	11.8	14.6	12.9	51.3	80.3	72.6
3-4 years	8.4	7.8	7.6	8.8	7.9	8.2	7.2	7.2	7.8	7.5	8.3	7.4	7.4	8.1	7.7	49.2	80.4	71.1
5-9 years	8.4	16.1	15.1	11.6	14.1	5.2	10.5	10.3	7.5	9.0	6.4	12.8	12.6	8.6	11.0	51.5	80.0	75.4
10-14 years	2.3	12.7	11.6	5.8	10.0	1.3	7.8	7.3	4.1	5.9	1.6	9.8	9.3	4.6	7.5	44.0	87.2	84.6
15-19 years	2.1	9.4	9.6	2.3	7.6	0.3	4.8	4.6	2.2	3.5	1.0	6.7	6.9	2.2	5.1	73.3	79.4	79.1
20-24 years	0.6	6.2	5.9	1.6	4.8	0.0	2.0	2.1	0.7	1.4	0.2	3.8	3.9	1.0	2.8	100.0	86.3	86.5
25 or more years	0.0	4.1	4.2	0.0	3.1	0.0	1.0	0.9	0.4	0.7	0.0	2.3	2.5	0.4	1.7	...	93.6	93.6
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
Median years away from teaching	0.8	4.6	4.1	0.9	2.6	0.7	0.9	0.9	0.8	0.9	0.7	1.9	1.7	0.8	0.9	0.7	2.1	1.2
23. STATUS OF TEACHER IN APRIL 1954																		
Teaching, this school system	59.1%	72.8%	69.5%	68.7%	69.3%	74.7%	80.0%	77.4%	79.7%	78.5%	68.9%	77.0%	73.6%	76.6%	74.8%	52.5%	80.5%	73.4%
Teaching, another school system	14.9	9.7	11.0	11.2	11.1	10.1	6.3	7.3	7.5	7.4	11.9	7.7	9.1	8.5	8.9	54.6	78.6	69.8
Teaching, private school	0.7	0.1	0.3	0.2	0.3	0.6	0.3	0.3	0.6	0.4	0.6	0.3	0.3	0.5	0.4	50.0	70.0	60.0
Attending college	10.5	6.3	6.6	9.3	7.4	6.8	8.1	8.5	6.7	7.7	8.2	7.3	7.6	7.4	7.5	64.3	84.5	78.4
Working in nonteaching position	11.8	1.6	3.8	5.1	4.1	3.6	1.3	1.4	2.7	2.0	6.6	1.4	2.5	3.4	2.9	52.0	74.1	60.0
Military service	2.1	0.0	0.3	1.1	0.5	4.1	0.0	1.1	1.3	1.2	3.4	0.0	0.7	1.3	0.9	53.8	0.0	53.8
Homemaking	...	8.5	7.3	3.9	6.3	...	3.7	3.7	1.4	2.6	...	5.7	5.4	2.1	4.1	...	85.7	85.7
Unemployed	0.2	0.2	0.2	0.3	0.2	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	100.0	50.0	60.0
Other status	0.7	0.8	1.0	0.2	0.8	0.1	0.3	0.3	0.1	0.2	0.3	0.5	0.7	0.1	0.4	100.0	90.0	92.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
24. STATUS OF TEACHER IN APRIL 1955																		
Teaching, this school system	74.9%	82.3%	79.6%	82.5%	80.4%	86.5%	88.5%	87.0%	89.0%	87.9%	82.2%	85.9%	83.5%	87.2%	84.9%	53.4%	80.5%	73.2%
Teaching, another school system	9.3	6.7	8.1	5.4	7.4	4.8	4.1	4.5	4.1	4.3	6.5	5.2	6.2	4.5	5.6	59.0	77.1	71.3
Teaching, private school	0.5	0.3	0.5	0.0	0.4	0.3	0.2	0.1	0.4	0.2	0.4	0.3	0.3	0.3	0.3	66.7	90.0	81.3
Attending college	9.0	3.8	4.9	5.7	5.1	4.3	4.0	4.7	3.3	4.1	6.0	3.9	4.8	4.0	4.5	59.1	89.3	78.2
Working in nonteaching position	5.3	0.8	1.5	2.9	1.9	2.3	0.5	0.8	1.3	1.0	3.4	0.6	1.2	1.7	1.4	40.4	84.0	54.5
Military service	0.7	0.0	0.2	0.2	0.2	1.6	0.0	0.4	0.5	0.4	1.2	0.0	0.3	0.4	0.3	63.2	0.0	63.2
Homemaking	...	5.6	4.5	3.1	4.1	...	2.2	2.1	0.9	1.6	...	3.6	3.2	1.5	2.6	...	82.8	82.8
Unemployed	0.0	0.2	0.3	0.0	0.2	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	100.0	100.0	100.0
Other status	0.3	0.3	0.4	0.2	0.3	0.1	0.3	0.3	0.4	0.4	0.2	0.4	0.4	0.3	0.3	100.0	87.5	89.5
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%

Item	Rural teachers					Urban teachers					Rural and urban teachers							
	Men	Women	Elementary	Secondary	Total	Men	Women	Elementary	Secondary	Total	Men	Women	Elementary	Secondary	Total	Percent who would teach again		
																Men	Women	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
25. EXPECTATIONS FOR 1956-57																		
Teach in this school system	80.5%	82.7%	81.8%	82.9%	82.1%	89.0%	90.4%	89.6%	90.4%	90.0%	85.9%	87.2%	85.9%	88.3%	86.8%	56.3%	81.4%	74.6%
Teach elsewhere	11.6	9.1	10.0	9.1	9.8	5.3	4.0	4.6	4.1	4.4	7.6	6.1	7.2	5.6	6.6	51.3	81.1	71.6
Attend college	1.8	1.0	1.2	1.1	1.2	0.6	0.3	0.3	0.5	0.4	1.0	0.6	0.7	0.7	0.7	56.3	66.7	62.5
Homemaking--due to maternity	...	1.0	1.0	0.2	0.7	...	1.4	1.8	0.1	1.0	...	1.3	1.4	0.1	0.9	...	90.2	90.2
Homemaking--maternity not a factor	...	3.0	2.6	1.4	2.3	...	1.7	1.5	0.8	1.2	...	2.2	2.0	1.0	1.6	...	74.7	74.7
Work in a nonteaching position	3.7	1.1	1.3	2.8	1.7	3.1	0.6	0.9	1.9	1.3	3.3	0.8	1.1	2.1	1.5	17.6	45.5	28.6
Retire	0.0	0.5	0.5	0.2	0.4	0.8	0.8	0.6	1.0	0.8	0.5	0.7	0.6	0.7	0.6	37.5	81.5	71.4
Undecided	2.1	1.4	1.3	2.3	1.6	1.0	0.7	0.6	1.1	0.8	1.4	1.0	0.9	1.4	1.1	18.2	64.1	47.5
Other plan	0.3	0.2	0.3	0.0	0.2	0.2	0.1	0.1	0.1	0.1	0.3	0.1	0.2	0.1	0.2	25.0	75.0	50.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
26. CHANGES IN EMPLOYMENT STATUS OVER FOUR YEARS--APRIL 1954, APRIL 1955, APRIL 1956, PLANS FOR 1956-57																		
No change--four years teaching in same school system	51.8%	64.4%	61.2%	61.2%	61.2%	68.5%	74.7%	71.6%	74.3%	72.8%	62.4%	70.4%	66.7%	70.6%	68.2%	53.6%	81.1%	74.2%
No change from teaching but a change in school system	19.2	12.9	14.4	14.6	14.5	12.7	7.3	8.3	9.6	8.9	15.0	9.6	11.2	11.0	11.1	54.6	78.5	69.6
One change																		
From nonteaching position to teaching	8.9	1.2	2.8	4.0	3.1	3.2	1.0	1.1	2.3	1.7	5.3	1.1	1.9	2.8	2.2	55.6	76.7	62.9
From teaching to nonteaching position anticipated for 1956-57	2.0	0.5	0.8	1.2	0.9	2.6	0.3	0.8	1.3	1.0	2.4	0.4	0.8	1.2	1.0	22.2	58.8	34.0
From full-time homemaking to teaching	0.0	7.3	6.2	3.3	5.4	0.0	3.4	3.3	1.4	2.4	0.0	5.0	4.7	1.9	3.6	...	85.0	85.0
From teaching to full-time homemaking anticipated for 1956-57	0.0	2.2	1.9	1.0	1.7	0.0	2.1	2.1	0.8	1.5	0.0	2.2	2.0	0.9	1.6	...	77.9	77.9
Other than the four preceding	10.9	6.7	7.3	9.0	7.8	9.8	8.4	9.6	7.8	8.8	10.2	7.7	8.5	8.2	8.4	67.3	84.4	78.7
More than one change	7.2	4.8	5.4	5.7	5.4	3.2	2.8	3.2	2.4	2.9	4.7	3.6	4.2	3.4	3.9	47.9	77.2	67.6
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
27. NUMBER OF DIFFERENT SCHOOL YEARS IN WHICH TEACHER HAS SERVED AS A DAY-TO-DAY SUBSTITUTE																		
1 year	8.6%	14.0%	13.4%	10.7%	12.6%	11.2%	15.8%	16.0%	12.6%	14.5%	10.2%	15.0%	14.7%	12.1%	13.7%	51.6%	81.0%	74.9%
2 years	1.2	8.4	7.5	4.2	6.6	3.0	6.5	6.5	4.4	5.5	2.3	7.3	7.0	4.3	5.9	55.6	81.8	79.0
3-4 years	0.2	6.8	6.2	2.1	5.1	1.8	5.2	4.8	3.5	4.2	1.2	5.9	5.5	3.1	4.6	27.8	85.1	81.0
5 or more years	0.0	5.7	5.0	2.1	4.1	1.0	5.1	4.8	3.1	4.0	0.7	5.5	4.9	2.8	4.1	60.0	87.2	86.0
Total who have served as substitutes	10.0%	34.9%	32.1%	19.1%	28.6%	17.0%	32.8%	32.1%	23.6%	28.2%	14.4%	33.7%	32.1%	22.3%	28.3%	50.9%	82.9%	78.4%
No substitute service	90.0%	65.1%	67.9%	80.9%	71.4%	83.0%	67.2%	67.9%	76.4%	71.8%	85.6%	66.3%	67.9%	77.7%	71.7%	54.4%	79.7%	71.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
28. NUMBER OF DAYS ABSENT FROM TEACHING, DUE TO ILLNESS, IN 1954-55																		
None	62.3%	56.8%	58.9%	56.1%	58.1%	49.7%	35.7%	34.4%	45.8%	39.7%	54.1%	44.2%	45.9%	48.6%	46.9%	56.0%	81.3%	73.4%
1-2 days	19.6	20.1	18.8	23.1	19.9	25.5	23.5	24.0	24.1	24.1	23.4	22.1	21.6	23.9	22.5	27.1	81.1	74.3
3-4 days	8.7	11.4	10.6	11.4	10.8	14.3	18.5	18.7	15.7	17.3	12.3	15.7	14.9	14.5	14.8	43.5	81.9	73.3
5-6 days	5.0	6.0	6.2	4.5	5.8	5.3	10.5	11.0	6.7	9.0	5.2	8.7	8.8	6.1	7.7	53.5	76.5	72.3
7-9 days	2.3	2.5	2.6	2.0	2.5	2.3	5.7	6.2	3.0	4.7	2.3	4.4	4.5	2.7	3.8	35.5	72.8	66.8

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
28. NUMBER OF DAYS ABSENT FROM TEACHING, DUE TO ILLNESS, IN 1954-55 (Continued)																		
10-19 days	1.5	2.1	1.9	2.0	1.9	1.8	3.4	3.9	2.0	3.0	1.7	2.9	2.9	2.0	2.6	39.1	71.7	65.9
20 or more days	0.6	1.1	1.0	0.9	1.0	1.1	2.7	1.8	2.7	2.2	1.0	2.0	1.4	2.2	1.7	30.8	77.0	70.1
Total who taught in 1954-55	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.6%	80.2%	73.0%
Median days	0.8	0.9	0.8	0.9	0.9	1.0	2.2	2.3	1.3	1.9	0.9	1.5	1.4	1.1	1.3	0.9	1.5	1.2
29. ANNUAL SALARY FOR TEACHING																		
Below $1,500	0.7%	1.3%	1.6%	0.0%	1.2%	0.0%	0.1%	0.0%	0.1%	0.0%	0.3%	0.6%	0.8%	0.0%	0.5%	50.0%	73.9%	70.4%
$1,500-1,999	2.3	3.9	4.2	1.5	3.5	0.1	0.1	0.1	0.1	0.1	0.9	1.7	2.1	0.5	1.5	71.4	78.1	75.3
2,000-2,499	6.4	13.9	14.4	5.6	12.0	0.3	1.7	1.6	0.9	1.3	2.5	6.7	7.6	2.2	5.6	66.7	81.3	79.5
2,500-2,999	11.7	19.6	19.8	11.8	17.6	1.3	3.9	4.2	1.9	3.2	5.2	10.4	11.6	4.8	9.0	54.4	86.3	81.2
3,000-3,499	18.8	26.3	25.4	21.7	24.3	8.4	13.7	14.8	9.1	12.2	12.2	18.9	19.8	12.7	17.0	56.1	82.5	77.3
3,500-3,999	24.8	19.9	19.7	24.9	21.1	13.7	17.0	18.4	13.2	16.1	17.8	18.2	19.0	16.6	18.1	60.3	81.8	76.0
4,000-4,499	17.9	9.0	9.3	16.4	11.3	17.4	17.5	19.9	14.5	17.4	17.6	14.0	14.9	15.0	14.9	51.3	81.9	71.9
4,500-4,999	9.6	3.9	3.8	9.5	5.3	19.5	14.0	15.0	16.3	15.6	15.9	9.8	9.7	14.4	11.5	58.0	75.3	68.7
5,000-5,499	4.1	1.6	1.4	4.6	2.3	14.8	11.4	11.3	13.8	12.4	10.8	7.4	6.6	11.2	8.3	48.8	79.0	68.1
5,500-5,999	1.8	0.6	0.3	2.5	0.9	7.8	8.5	6.6	10.2	8.3	5.5	5.2	3.6	8.0	5.3	43.5	73.1	64.5
6,000-6,499	1.2	0.0	0.0	1.1	0.3	7.7	6.4	4.5	9.4	6.7	5.3	3.8	2.3	7.1	4.2	56.8	75.8	69.1
6,500-6,999	0.2	0.0	0.0	0.2	0.1	4.3	3.1	1.6	5.7	3.5	2.8	1.8	0.9	4.1	2.1	32.6	84.9	65.5
7,000-7,499	0.0	0.0	0.0	0.0	0.0	3.3	1.9	1.4	3.5	2.3	2.1	1.1	0.7	2.5	1.4	31.3	71.1	54.5
7,500 and over	0.5	0.0	0.1	0.2	0.1	1.4	0.7	0.6	1.3	0.9	1.1	0.4	0.4	0.9	0.6	41.2	75.0	57.6
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
Average salary	$3,671	$3,165	$3,143	$3,692	$3,294	$4,784	$4,473	$4,331	$4,840	$4,564	$4,374	$3,932	$3,770	$4,511	$4,055	$4,245	$3,896	$3,967
Median salary	3,704	3,214	3,195	3,689	3,323	4,726	4,385	4,272	4,813	4,493	4,317	3,821	3,715	4,437	3,955	4,225	3,787	3,874
30. EARNINGS FROM A SECOND SCHOOL JOB, SUCH AS EVENING OR SUMMER SCHOOL, OR NON-TEACHING WORK																		
Less than $100	7.9%	24.5%	8.0%	16.1%	13.1%	7.5%	21.9%	17.8%	11.0%	12.8%	7.6%	22.5%	15.0%	12.1%	12.9%	68.6%	88.6%	80.9%
$100-199	13.4	29.0	23.1	15.5	18.3	10.4	15.2	13.2	11.8	12.2	11.2	18.2	16.6	12.6	13.7	59.1	81.2	69.5
200-299	15.9	19.9	20.7	15.0	17.1	8.3	14.0	11.1	10.1	10.4	10.3	15.3	12.3	11.2	12.1	71.4	74.5	72.8
300-399	9.9	9.1	2.4	13.9	9.6	11.5	15.4	16.1	11.7	12.9	11.1	14.0	12.1	12.2	12.2	56.7	64.2	59.8
400-499	6.7	2.8	5.7	5.4	5.5	10.7	11.9	9.8	11.6	11.1	9.7	9.9	8.7	10.3	9.8	55.1	82.4	64.9
500-749	16.3	8.3	23.6	8.1	13.9	25.2	14.8	20.6	21.7	21.4	22.9	13.4	21.9	18.7	19.6	52.8	79.0	59.2
750-999	19.6	3.2	6.6	19.1	14.5	12.0	2.5	6.7	9.2	8.5	14.0	2.6	6.8	11.4	10.1	42.2	51.8	43.1
1,000-1,499	8.5	3.2	6.6	6.9	6.8	10.8	2.1	2.1	9.6	7.6	10.2	2.4	3.6	9.0	7.5	47.7	100.0	53.5
1,500-1,999	1.8	0.0	3.3	0.0	1.2	3.0	2.2	2.6	2.7	2.7	2.6	1.7	1.0	2.1	1.8	73.9	84.5	70.0
2,000-2,999	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.3	0.2	0.2	0.0	0.0	0.2	0.1	0.0	0.0	0.0
3,000 or more	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.3	0.2	0.2	0.0	0.0	0.2	0.2	0.0	0.0	0.0
Total reporting amount earned	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	55.6%	79.0%	69.7%
Percent reporting amount earned	10.3%	3.2%	3.4%	9.0%	5.0%	29.8%	7.1%	6.8%	21.9%	13.7%	22.6%	5.5%	5.2%	18.2%	10.2%	...	...	...
Median earnings of those reporting amounts	$443	$188	$291	$324	$315	$516	$292	$349	$446	$416	$502	$261	$334	$419	$392	$444	$242	$341
31. EARNINGS FROM WORK OUTSIDE THE SCHOOL SYSTEM, IN VACATION PERIODS OR SCHOOL YEAR																		
Less than $100	4.3%	19.3%	11.8%	5.8%	9.0%	2.1%	16.6%	10.2%	4.6%	6.6%	2.9%	17.6%	10.9%	4.9%	7.5%	65.8%	92.7%	85.7%
$100-199	5.3	20.4	10.5	9.7	10.1	5.4	18.6	11.7	8.3	9.5	5.3	19.3	11.1	8.7	9.7	48.4	78.2	66.9
200-299	9.5	17.2	10.6	13.6	12.0	7.0	15.2	11.5	8.5	9.6	7.9	15.9	11.0	10.0	10.5	53.4	68.1	60.4

Item	Rural teachers					Urban teachers					Rural and urban teachers							
	Men	Women	Elementary	Secondary	Total	Men	Women	Elementary	Secondary	Total	Men	Women	Elementary	Secondary	Total	Percent who would teach again		
																Men	Women	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
31. EARNINGS FROM WORK OUTSIDE THE SCHOOL SYSTEM, IN VACATION PERIODS OR SCHOOL YEAR (Continued)																		
$300-399	10.5%	11.0%	12.8%	8.1%	10.7%	10.1%	15.6%	15.4%	9.8%	11.8%	10.3%	13.9%	14.2%	9.2%	11.4%	57.3%	78.8%	65.5%
400-499	9.5	6.4	8.4	8.6	8.5	7.9	8.0	8.7	7.5	7.9	8.5	7.4	8.6	7.8	8.1	55.8	81.2	63.0
500-749	20.3	12.7	15.9	20.2	17.9	25.8	16.2	23.1	22.7	22.8	23.8	14.9	19.7	22.0	21.0	52.0	71.9	56.4
750-999	12.6	1.9	6.5	12.3	9.2	11.6	2.1	5.1	10.6	8.7	12.0	2.0	5.8	11.1	8.9	55.4	66.8	56.2
1,000-1,499	17.8	5.6	12.6	15.5	13.9	15.7	4.4	6.9	15.1	12.2	16.4	4.9	9.6	15.2	12.8	53.6	84.2	57.2
1,500-1,999	2.8	2.8	4.1	1.3	2.8	5.8	1.7	3.3	5.2	4.5	4.7	2.1	3.7	4.1	3.9	45.6	71.9	50.1
2,000-2,999	3.0	2.7	3.8	1.8	2.9	5.5	0.4	2.7	4.6	3.9	4.6	1.2	3.2	3.8	3.5	54.1	89.8	58.0
3,000 and over	4.4	0.0	3.0	3.1	3.0	3.1	1.2	1.4	3.1	2.5	3.6	0.8	2.2	3.1	2.7	28.3	51.0	30.3
Total reporting amount earned	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	52.8%	78.4%	60.8%
Percent reporting amount earned	53.9%	8.7%	15.1%	33.7%	20.2%	55.5%	10.3%	15.5%	33.0%	23.5%	54.9%	9.6%	15.3%	33.2%	22.2%	...	...	...
Median earnings of those reporting amounts	$635	$260	$452	$552	$497	$669	$297	$551	$414	$624	$659	$283	$431	$605	$534	$643	$272	$473
32. INCOME FROM DIVIDENDS, RENTS, ROYALTIES, OR ANY INCOME OTHER THAN SALARIES OR WAGES																		
Less than $100	11.5%	18.5%	14.6%	21.2%	16.9%	16.7%	20.0%	20.1%	18.2%	19.1%	15.4%	19.6%	18.2%	18.8%	18.5%	56.6%	72.3%	68.9%
$100-199	15.8	15.9	16.2	15.4	15.9	16.3	14.1	15.5	13.9	14.7	16.2	14.6	15.7	14.2	15.0	48.1	73.0	66.0
200-299	16.6	6.9	8.0	11.5	9.2	13.9	9.4	11.2	10.1	10.6	14.6	8.7	10.1	10.4	10.2	47.5	83.1	69.9
300-399	11.5	11.3	12.0	10.1	11.3	8.5	8.4	8.7	8.3	8.4	9.2	9.2	9.8	8.6	9.2	47.6	81.4	72.7
400-499	10.5	5.8	6.4	7.7	6.9	5.4	5.6	6.2	5.0	5.6	6.6	5.7	6.3	5.5	5.9	64.3	74.9	71.8
500-749	13.1	13.0	15.1	9.1	13.0	12.8	12.2	12.4	12.3	12.4	12.9	12.4	13.4	11.7	12.6	53.3	66.6	63.0
750-999	0.0	8.5	7.8	4.1	6.5	4.3	5.1	5.2	4.7	4.9	3.3	6.1	6.1	4.6	5.3	23.8	85.1	75.3
1,000-1,499	4.4	10.6	12.6	2.6	9.1	7.7	11.0	10.1	10.2	10.1	6.9	10.9	11.0	8.7	9.9	71.5	82.5	80.5
1,500-1,999	4.4	4.2	2.2	8.1	4.3	4.5	4.4	4.1	4.7	4.4	4.4	4.3	3.4	5.4	4.4	66.7	81.1	77.3
2,000-2,999	3.5	3.5	2.6	5.1	3.5	5.7	5.2	3.2	7.1	5.3	5.2	4.7	3.0	6.7	4.8	36.2	62.7	55.3
3,000 or more	8.7	1.8	2.5	5.1	3.4	4.2	4.6	3.3	5.5	4.5	5.3	3.8	3.0	5.4	4.2	46.3	73.5	64.7
Total reporting amount earned	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	52.0%	75.5%	69.4%
Percent reporting amount of nonsalary income	12.4%	14.1%	12.3%	17.2%	13.6%	23.4%	25.6%	20.8%	29.9%	25.0%	19.3%	20.8%	16.8%	26.2%	20.4%	...	...	...
Median nonsalary income of those reporting amounts	$352	$377	$394	$320	$371	$337	$378	$336	$393	$367	$342	$378	$361	$377	$368	$358	$376	$373
33. AVERAGE INCOME OF TEACHERS FROM EACH OF FOUR SOURCES																		
Amounts																		
Teaching salary	$3,671	$3,165	$3,143	$3,692	$3,294	$4,784	$4,473	$4,331	$4,840	$4,564	$4,374	$3,932	$3,770	$4,511	$4,055	...	...	...
Second school job	55	7	15	31	19	165	22	26	109	63	124	16	20	86	46	...	...	...
Outside earnings	450	33	106	226	139	447	41	83	250	160	448	38	94	243	151	...	...	...
Dividends or other nonsalary income	92	82	73	115	85	170	179	129	234	177	142	139	101	200	140	...	...	...
Total	$4,268	$3,287	$3,337	$4,064	$3,537	$5,566	$4,715	$4,569	$5,433	$4,964	$5,088	$4,125	$3,987	$5,040	$4,392	...	...	...
Percent distribution																		
Teaching salary	86.0%	96.3%	94.2%	90.8%	93.1%	85.9%	94.9%	94.8%	89.1%	91.9%	86.0%	95.3%	94.5%	89.5%	92.3%	...	...	...
Second school job	1.3	0.2	0.4	0.8	0.6	3.0	0.4	0.6	2.0	1.3	2.4	0.4	0.5	1.7	1.1	...	...	...
Outside earnings	10.5	1.0	3.2	5.6	3.9	8.0	0.9	1.8	4.6	3.2	8.8	0.9	2.4	4.8	3.4	...	...	...
Dividends or other nonsalary income	2.2	2.5	2.2	2.8	2.4	3.1	3.8	2.8	4.3	3.6	2.8	3.4	2.6	4.0	3.2	...	...	...
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	...	...	...

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
34. PERCENT THAT TEACHING SALARY IS OF TOTAL INCOME																		
100%	25.2%	72.8%	67.9%	41.4%	60.6%	15.9%	59.3%	59.5%	31.2%	46.6%	19.3%	64.9%	63.5%	34.2%	52.2%	53.7%	82.1%	79.2%
95-99	7.8	9.0	7.4	12.2	8.7	11.0	15.5	13.1	15.5	14.2	9.8	12.8	10.4	14.5	12.0	55.3	76.6	71.8
90-94	11.7	4.7	5.2	9.8	6.5	18.4	8.7	9.0	14.7	11.6	15.9	7.1	7.2	13.3	9.5	52.5	75.2	64.6
85-89	13.8	3.1	4.4	9.8	5.9	18.0	5.0	6.3	11.7	8.8	16.5	4.2	5.4	11.2	7.6	55.6	81.7	66.0
75-84	20.6	3.6	5.6	14.0	7.3	21.5	5.4	6.1	14.9	10.1	21.2	4.7	5.9	14.6	9.2	53.4	73.1	60.6
Less than 75%	13.8	3.3	5.3	7.9	6.0	11.2	3.5	3.1	8.9	5.7	12.1	3.4	4.1	8.6	5.9	49.5	79.6	62.2
Not indicated but less than 100%	7.1	3.5	4.2	4.9	4.4	4.0	2.6	2.9	3.1	3.0	5.2	2.9	3.5	3.6	3.6	62.0	89.7	78.6
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
Median percent	88.1%	100.0%	100.0%	96.5%	100.0%	88.7%	100.0%	100.0%	93.9%	98.8%	88.5%	100.0%	100.0%	94.5%	100.0%	88.5%	100.0%	100.0%
35. DID TEACHER EARN MONEY DURING SUMMER OF 1955?																		
Yes	62.3%	11.5%	18.0%	41.5%	24.4%	64.2%	14.3%	19.1%	40.3%	28.8%	63.5%	13.2%	18.6%	40.7%	27.0%	53.6%	81.4%	63.4%
No	37.7	88.5	82.0	58.5	75.6	35.8	85.7	80.9	59.7	71.2	36.5	86.8	81.4	59.3	73.0	54.5	80.6	77.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
36. TYPE OF SUMMER OCCUPATION																		
Farmers	16.8%	10.9%	18.8%	10.0%	14.8%	2.4%	1.5%	1.7%	2.3%	2.1%	7.6%	4.9%	9.5%	4.5%	6.7%	54.1%	92.3%	64.0%
Unskilled workers	16.3	17.2	19.5	13.2	16.6	14.2	5.9	14.1	9.6	11.3	15.0	10.0	16.6	10.7	13.2	57.9	83.0	64.6
Skilled or semiskilled workers	28.9	6.8	15.8	27.2	21.0	25.5	6.2	13.3	21.8	18.7	26.7	6.4	14.4	23.4	19.5	52.5	79.4	55.6
Clerical or sales workers	11.7	31.3	20.9	16.0	18.6	13.5	35.5	28.5	17.2	21.3	12.9	34.0	25.0	16.8	20.3	52.8	83.3	70.8
Managerial workers or self-employed	5.4	6.2	4.5	7.2	5.7	7.9	3.6	5.2	7.0	6.3	7.0	4.5	4.9	7.1	6.1	44.1	58.3	47.8
Professional or semiprofessional workers	20.9	27.6	20.5	26.4	23.3	36.5	47.3	37.2	42.1	40.1	30.8	40.2	29.6	37.5	34.2	54.2	81.2	65.4
Total who reported earnings during summer	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.6%	81.4%	63.4%
37. DID TEACHER EARN MONEY AT OUTSIDE JOB DURING THE SCHOOL YEAR 1955-56?																		
Yes	31.7%	6.1%	9.4%	21.0%	12.5%	41.6%	7.4%	10.1%	26.0%	17.3%	37.9%	6.9%	9.7%	24.6%	15.4%	53.6%	78.4%	61.6%
No	68.3	93.9	90.6	79.0	87.5	58.4	92.6	89.9	74.0	82.7	62.1	93.1	90.3	75.4	84.6	54.2	80.8	75.4
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
38. IS HUSBAND OR WIFE GAINFULLY EMPLOYED?																		
Yes, full-time employment	34.4%	80.7%	73.0%	51.8%	67.4%	28.1%	86.9%	76.1%	46.0%	61.4%	30.4%	83.7%	74.4%	47.8%	64.1%	49.4%	83.2%	77.3%
Yes, part-time employment	8.1	10.6	10.5	8.1	9.9	11.8	6.1	6.6	10.7	8.6	10.5	8.4	8.7	9.9	9.2	58.2	84.8	73.6
No, but draws retirement pay	0.0	2.4	1.8	1.5	1.7	0.5	1.8	1.2	1.2	1.2	0.3	2.1	1.6	1.3	1.4	75.0	91.3	90.0
No	57.5	6.3	14.7	38.6	21.0	59.6	5.2	16.1	42.1	28.8	58.8	5.8	15.3	41.0	25.3	53.6	85.7	58.2
Total married teachers	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	52.9%	83.6%	72.3%
39. TOTAL MONEY INCOME OF THE "SPENDING UNIT" OF WHICH THE TEACHER IS A MEMBER																		
Less than $2,000	2.8%	1.7%	2.5%	0.7%	2.0%	0.2%	0.3%	0.3%	0.2%	0.2%	1.2%	0.9%	1.4%	0.4%	1.0%	70.6%	76.7%	74.5%
$2,000-2,999	5.5	10.6	10.8	5.2	9.2	1.4	1.5	1.9	1.0	1.5	2.9	5.3	6.2	2.2	4.6	64.3	83.2	79.6
3,000-3,999	27.1	21.4	21.6	26.3	22.9	9.1	9.1	10.4	7.6	9.1	15.6	14.2	15.7	13.0	14.6	63.4	82.9	76.7
4,000-4,999	26.1	19.7	20.3	24.5	21.5	19.9	14.4	15.5	16.9	16.1	22.2	16.6	17.7	19.1	18.3	52.5	79.1	69.5
5,000-7,499	27.8	32.2	30.4	32.4	31.0	46.5	35.1	34.7	43.2	38.7	39.7	33.9	32.7	40.1	35.6	52.9	79.5	70.7
7,500-9,999	7.9	11.3	11.3	8.2	10.4	16.8	22.2	23.1	17.5	20.5	13.5	17.7	17.5	14.8	16.4	50.5	79.3	72.3
10,000-14,999	2.8	2.9	3.0	2.5	2.8	5.3	14.8	12.2	11.4	11.9	4.4	9.8	7.8	8.8	8.2	31.3	82.1	74.0
15,000 or more	0.0	0.2	0.1	0.2	0.2	0.8	2.6	1.9	2.2	2.0	0.5	1.6	1.0	1.6	1.3	42.9	83.6	79.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
Median income	$4,561	$4,822	$4,741	$4,726	$4,736	$6,042	$6,762	$6,585	$6,407	$6,491	$5,509	$5,958	$5,690	$5,959	$5,810	$5,304	$5,944	$5,786

Item	Rural teachers					Urban teachers					Rural and urban teachers					Percent who would teach again		
	Men	Women	Elementary	Secondary	Total	Men	Women	Elementary	Secondary	Total	Men	Women	Elementary	Secondary	Total	Men	Women	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
40. NUMBER AND TYPE OF DEPENDENTS																		
No dependents	18.8%	37.6%	34.3%	28.8%	32.8%	14.5%	49.9%	46.5%	31.4%	39.6%	16.1%	44.8%	40.7%	30.6%	36.9%	57.3%	80.3%	77.5%
1 full dependent	10.5	6.8	8.2	6.4	7.7	11.4	9.5	9.0	11.3	10.1	11.1	8.4	8.7	9.9	9.1	55.6	75.3	68.7
2 full dependents	13.5	3.9	4.7	10.8	6.4	13.5	2.7	4.2	7.9	5.8	13.5	3.2	4.4	8.7	6.1	53.4	81.5	64.2
3 full dependents	14.9	1.2	3.1	9.2	4.7	19.5	0.8	3.3	9.6	6.2	17.8	1.0	3.2	9.5	5.6	51.5	82.1	55.9
4 or more full dependents	14.2	0.8	3.1	7.2	4.2	14.6	0.2	2.0	7.3	4.4	14.5	0.4	2.5	7.3	4.3	56.5	83.3	58.5
1 partial dependent	6.2	19.6	16.8	14.5	16.2	6.2	16.3	14.5	12.1	13.4	6.2	17.7	15.6	12.8	14.5	52.6	79.0	75.9
2 partial dependents	4.4	9.2	8.2	7.4	8.0	2.6	8.5	7.3	6.1	6.8	3.2	8.8	7.8	6.5	7.3	50.0	84.0	79.8
3 or more partial dependents	3.2	12.7	11.9	5.9	10.3	2.0	6.1	6.4	3.1	4.9	2.4	8.8	9.0	3.9	7.1	54.1	85.2	82.2
1 full and 1 partial dependent	3.2	2.7	2.8	2.9	2.8	4.2	2.3	2.4	3.5	2.9	3.8	2.5	2.5	3.3	2.8	52.5	84.0	72.3
Other combinations of full and partial dependents	11.1	5.5	6.9	6.9	6.9	11.5	3.7	4.4	7.7	5.9	11.4	4.4	5.6	7.5	6.3	50.9	82.1	66.7
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
41. LIVING ARRANGEMENTS																		
Living with spouse—renting place	30.4%	12.3%	12.9%	27.5%	16.9%	24.2%	12.0%	14.5%	16.8%	15.5%	26.5%	12.1%	13.7%	19.9%	16.1%	52.9%	82.1%	68.9%
Living with spouse—owning or buying place	43.2	50.5	53.1	36.8	48.6	58.8	32.0	37.5	42.5	39.8	53.1	39.6	44.9	40.9	43.3	52.3	83.9	73.2
Individually rooming and boarding or eating out	8.1	4.5	4.2	8.7	5.4	4.4	4.8	4.5	4.9	4.7	5.8	4.7	4.3	6.0	5.0	67.4	72.5	70.9
Individually renting house or apartment	2.6	6.3	4.7	7.3	5.4	3.1	13.3	9.2	11.8	10.4	2.9	10.4	7.0	10.5	8.4	60.0	76.4	74.8
Individually owning house or apartment	3.3	9.6	8.0	8.0	8.0	2.4	10.6	9.0	7.3	8.2	2.7	10.2	8.5	7.4	8.1	52.4	75.8	73.6
Sharing ownership of house or apartment with person other than spouse	1.6	5.0	4.3	3.6	4.2	1.8	13.9	11.8	8.7	10.4	1.7	10.2	8.3	7.2	7.9	42.3	77.4	75.3
Living with parents or relatives and paying expenses regularly	4.4	6.0	6.2	3.9	5.6	4.5	10.2	10.5	6.3	8.6	4.5	8.5	8.5	5.6	7.3	63.8	81.6	78.6
Living with parents or relatives and paying little or no expenses	3.2	3.0	3.2	2.6	3.0	0.6	2.8	2.7	1.4	2.1	1.5	2.9	3.0	1.8	2.5	37.5	79.3	72.1
Other living arrangements	3.2	2.8	3.4	1.6	2.9	0.2	0.4	0.3	0.3	0.3	1.3	1.4	1.8	0.7	1.4	70.0	94.7	88.9
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
Percent reporting ownership of house or apartment in which living	48.1%	65.1%	65.4%	48.4%	60.8%	63.0%	56.5%	58.3%	58.5%	58.4%	57.5%	60.0%	61.7%	55.5%	59.3%	52.0%	81.4%	73.6%
42. CURRENT VALUE OF HOUSE OR APARTMENT OWNED OR BEING BOUGHT BY TEACHER																		
Less than $5,000	11.7%	12.0%	13.2%	7.7%	12.0%	2.6%	2.8%	3.1%	2.2%	2.7%	5.5%	6.9%	8.2%	3.6%	6.5%	46.2%	83.5%	74.5%
$5,000-9,999	41.4	38.4	39.5	37.5	39.0	15.2	18.7	20.1	14.6	17.5	23.4	27.5	29.8	20.4	26.4	61.0	81.8	76.5
10,000-14,999	29.0	30.0	29.3	31.4	29.8	42.7	35.0	36.9	38.5	37.6	38.4	32.8	33.1	36.7	34.4	53.0	82.9	73.5
15,000-19,999	12.3	10.5	10.3	13.1	10.9	26.2	24.2	23.2	26.7	24.8	21.8	18.1	16.7	23.3	19.1	45.7	79.4	68.4
20,000-24,999	3.3	4.0	3.9	3.5	3.8	8.3	11.9	10.5	10.8	10.7	6.7	8.3	7.2	9.0	7.8	48.4	74.6	68.2
25,000-34,999	2.3	3.1	2.5	4.5	2.9	4.3	6.2	5.3	5.9	5.6	3.7	4.8	3.9	5.5	4.5	48.6	79.8	72.5
$35,000 or more	0.0	2.0	1.3	2.3	1.6	0.7	1.2	0.9	1.3	1.1	0.5	1.6	1.1	1.5	1.3	60.0	83.8	81.0
Total reporting value	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	52.7%	81.2%	73.0%
Median value	$9,637	$9,945	$9,657	$10,765	$9,873	$13,772	$14,067	$13,620	$14,323	$13,955	$12,753	$12,368	$11,808	$13,547	$12,491	$12,321	$12,259	$12,274

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
43. DOES THE TEACHER OWN (OR IS HE BUYING) AN AUTOMOBILE?																		
Yes, individually owned	86.1%	39.0%	45.2%	66.0%	50.9%	82.5%	46.6%	46.9%	69.2%	57.1%	83.8%	43.5%	46.1%	68.3%	54.6%	53.1%	78.1%	67.5%
Yes, owned jointly with another	10.5	34.0	31.6	18.9	28.1	10.3	24.1	24.1	15.2	20.1	10.4	28.2	27.7	16.2	23.3	57.0	83.4	80.2
No, but spouse does	0.5	16.1	14.4	6.1	12.1	1.3	11.6	12.0	4.6	8.6	1.0	13.5	13.1	5.1	10.0	46.7	85.4	84.3
No	2.9	10.9	8.8	9.0	8.9	5.9	17.7	17.0	11.0	14.2	4.8	14.8	13.1	10.4	12.1	65.8	78.5	77.1
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
44. TOTAL SHORT-TERM CONSUMER DEBT OWED (BY SPENDING UNIT OF WHICH TEACHER IS A MEMBER)																		
No consumer debt	24.7%	44.5%	39.9%	38.1%	39.4%	30.8%	92.3%	46.0%	45.9%	45.9%	28.6%	49.1%	43.1%	43.7%	43.4%	52.1%	80.2%	75.0%
Debt of less than $100	6.4	4.8	4.5	6.9	5.2	6.8	6.0	6.3	6.2	6.2	6.6	5.5	5.4	6.4	5.8	66.0	78.5	74.5
$100-199	8.7	5.7	6.5	6.4	6.5	7.4	5.1	6.0	5.5	5.8	7.9	5.4	6.3	5.8	6.1	62.2	79.4	73.2
200-499	12.7	13.5	13.8	12.0	13.3	14.4	8.9	9.7	11.4	10.5	13.7	10.8	11.6	11.6	11.6	55.3	79.9	71.7
500-999	19.6	10.1	12.1	13.7	12.5	15.0	9.6	11.3	11.0	11.2	16.7	9.8	11.7	11.7	11.7	56.3	83.6	72.7
1,000-1,499	10.4	7.8	8.9	7.4	8.5	10.5	6.5	7.8	7.7	7.7	10.4	7.1	8.3	7.6	8.0	51.3	81.4	70.4
1,500-1,999	7.4	5.0	5.5	5.9	5.6	5.9	4.6	5.2	4.7	5.0	6.5	4.7	5.4	5.0	5.2	45.9	81.5	69.1
2,000-2,999	7.6	4.1	4.5	6.4	5.0	5.4	3.0	3.5	3.9	3.7	6.2	3.4	4.0	4.6	4.2	41.5	78.2	63.0
3,000 or more	2.5	4.5	4.3	3.2	4.0	3.8	4.0	4.2	3.7	4.0	3.4	4.2	4.2	3.6	4.0	49.0	80.5	73.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
Median debt of all teacher spending units	$442	$113	$186	$178	$183	$305	$0	$64	$66	$65	$351	$16	$123	$99	$114	$307	$20	$91
Median debt of teacher spending units having debt	752	686	715	707	713	703	700	721	677	701	724	694	718	687	706	636	704	683
45. IS FINANCIAL POSITION BETTER OR WORSE THAN IT WAS 12 MONTHS AGO?																		
Better	42.4%	40.7%	41.4%	40.3%	41.1%	42.2%	45.2%	46.4%	42.0%	44.4%	42.3%	43.4%	44.1%	41.5%	43.1%	61.3%	83.6%	77.5%
About the same	39.6	49.0	47.4	44.4	46.6	41.8	45.7	44.2	44.9	44.5	41.0	47.0	45.7	44.8	45.4	52.6	79.6	72.8
Worse	18.0	10.3	11.2	15.3	12.3	16.0	9.1	9.4	13.1	11.1	16.7	9.6	10.2	13.7	11.5	39.2	72.6	59.2
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
46. GRADE LEVEL TAUGHT																		
Elementary																		
Kindergarten thru Grade III	0.5%	28.8%	29.8%	...	21.6%	0.3%	35.0%	45.8%	...	24.9%	0.4%	32.4%	38.2%	...	23.6%	50.0%	83.9%	83.7%
Grades IV thru VI	14.6	17.4	23.0	...	16.7	19.1	25.3	43.2	...	23.5	17.4	22.1	33.7	...	20.8	67.7	82.1	78.8
Grades VII thru VIII, all subjects	10.5	1.8	5.5	...	4.0	1.8	1.1	2.5	...	1.3	5.1	1.4	3.9	...	2.4	64.1	84.2	72.6
All grades	3.7	12.1	13.7	...	10.0	0.1	0.4	0.5	...	0.3	1.4	5.2	6.8	...	4.2	90.9	86.3	86.8
Other combinations	13.4	22.7	28.0	...	20.3	3.2	4.8	8.0	...	4.4	6.9	12.2	17.4	...	10.7	57.0	84.5	79.6
Total elementary	42.7%	82.8%	100.0%	...	72.6%	24.5%	66.6%	100.0%	...	54.4%	31.2%	73.3%	100.0%	...	61.7%	65.6%	83.6%	81.1%
Secondary																		
Junior high-school grades (subject teaching)	4.6%	1.7%	...	8.8%	2.4%	14.7%	8.6%	...	22.7%	10.3%	10.9%	5.7%	...	18.7%	7.2%	45.6%	72.4%	61.1%
Three-year senior high-school grades	7.5	4.6	...	19.5	5.3	31.2	14.2	...	42.0	19.2	22.5	10.3	...	35.6	13.6	48.7	71.9	61.3
Four-year senior high-school grades	27.1	5.9	...	41.2	11.3	22.7	8.1	...	27.1	12.3	24.3	7.2	...	31.1	11.9	48.0	73.3	59.1
Junior-senior high-school grades	16.3	4.6	...	27.7	7.6	5.8	2.1	...	6.9	3.2	9.7	3.1	...	12.9	4.9	51.7	71.7	60.9
Subject teaching in both secondary and elementary grades	1.8	0.4	...	2.8	0.8	1.1	0.4	...	1.3	0.6	1.4	0.4	...	1.7	0.7	57.1	87.5	70.3
Total secondary	57.3%	17.2%	...	100.0%	27.4%	75.5%	33.4%	...	100.0%	45.6%	68.8%	26.7%	...	100.0%	38.3%	48.5%	72.6%	60.7%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%

Item	Rural teachers					Urban teachers					Rural and urban teachers							
	Men	Women	Elementary	Secondary	Total	Men	Women	Elementary	Secondary	Total	Men	Women	Elementary	Secondary	Total	Percent who would teach again: Men	Women	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
47. EXTENT OF TEACHING SINGLE GRADES OR FIELDS, VS. COMBINATIONS																		
Elementary																		
Single grade, all subjects	13.9%	27.6%	33.2%	...	24.1%	17.8%	57.0%	93.8%	...	45.6%	16.3%	44.9%	59.9%	...	37.0%	63.5%	83.7%	81.3%
Combination of grades, all subjects	26.5	54.5	65.3	...	47.4	4.5	7.4	12.1	...	6.6	12.6	26.8	37.2	...	22.9	71.8	83.8	81.9
One or more specific subjects, in two or more grades	2.3	0.7	1.5	...	1.1	2.2	2.2	4.1	...	2.2	2.3	1.6	2.9	...	1.8	45.7	78.5	67.0
Total elementary	42.7%	82.8%	100.0%	...	72.6%	24.5%	66.6%	100.0%	...	54.4%	31.2%	73.3%	100.0%	...	61.7%	65.6%	83.6%	81.1%
Secondary																		
One field full time	22.8%	8.1%	...	43.3%	11.9%	56.9%	25.4%	...	75.7%	34.5%	44.3%	18.2%	...	66.4%	25.4%	47.4%	72.4%	60.4%
One field more than half time plus one or more others	25.7	7.4	...	43.8	12.0	14.3	6.4	...	19.1	8.7	18.5	6.8	...	26.2	10.0	51.9	71.0	61.3
Two fields, time equally divided	2.6	0.6	...	4.1	1.1	1.8	1.1	...	2.9	1.3	2.2	0.9	...	3.2	1.3	45.5	83.3	65.2
Three or more fields, none more than half time	6.2	1.1	...	8.8	2.4	2.5	0.5	...	3.1	1.1	3.8	0.8	...	4.2	1.6	47.5	77.4	57.8
Total secondary	57.3%	17.2%	...	100.0%	27.1%	75.5%	33.4%	...	100.0%	45.6%	68.8%	26.7%	...	100.0%	38.3%	48.5%	72.6%	60.7%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
48. FIELD IN WHICH TEACHING AND DEGREE OF CONCENTRATION IN ONE FIELD, SECONDARY TEACHERS																		
Teaching full time in one field only, or more than half time in one field																		
Agriculture	12.3%	0.0%	...	6.5%	6.5%	2.7%	0.0%	...	1.3%	1.3%	5.7%	0.0%	...	2.8%	2.8%	31.7%	0.0%	31.7%
Art	0.0	0.3	...	0.2	0.2	1.5	1.6	...	1.6	1.6	1.0	1.3	...	1.2	1.2	72.7	57.1	64.0
Business education	7.4	19.1	...	12.9	12.9	5.9	16.1	...	11.2	11.2	6.3	16.9	...	11.7	11.7	46.3	74.3	66.8
English	5.5	23.6	...	14.0	14.0	9.1	22.5	...	16.1	16.1	8.0	22.8	...	15.5	15.5	69.4	66.4	67.2
Foreign languages	0.6	2.8	...	1.6	1.6	2.9	10.2	...	6.7	6.7	2.2	8.2	...	5.2	5.2	60.9	73.0	70.5
General education or "core"	0.0	0.0	...	0.0	0.0	0.3	0.6	...	0.4	0.4	0.2	0.5	...	0.3	0.3	0.0	80.0	57.1
Health and physical education	4.6	2.4	...	3.6	3.6	3.9	5.5	...	4.8	4.8	4.2	4.7	...	4.4	4.4	56.8	82.4	70.5
Household economics	0.0	13.2	...	6.2	6.2	0.1	8.0	...	4.2	4.2	0.1	9.4	...	4.8	4.8	0.0	76.5	75.7
Industrial arts and vocational education	8.6	0.0	...	4.5	4.5	14.4	0.3	...	7.0	7.0	12.6	0.2	...	6.3	6.3	41.0	100.0	41.9
Mathematics	13.2	11.8	...	12.5	12.5	15.1	11.2	...	13.1	13.1	14.5	11.4	...	12.9	12.9	42.9	69.1	54.5
Music	3.1	1.0	...	2.1	2.1	3.0	2.8	...	2.9	2.9	3.0	2.3	...	2.7	2.7	56.3	84.0	68.4
Science	13.8	3.2	...	8.8	8.8	20.0	8.7	...	14.1	14.1	18.1	7.2	...	12.6	12.6	49.0	64.1	53.3
Social studies	15.3	12.5	...	14.0	14.0	14.2	7.7	...	10.8	10.8	14.5	8.9	...	11.7	11.7	51.9	79.4	62.5
Driver education	0.3	0.0	...	0.2	0.2	1.2	0.0	...	0.6	0.6	1.0	0.0	...	0.5	0.5	30.0	0.0	30.0
Teaching in two fields, time equally divided																		
English and social studies	0.3	0.3	...	0.3	0.3	0.9	1.3	...	1.1	1.1	0.7	1.0	...	0.9	0.9	75.0	81.8	78.9
English and foreign languages	0.6	0.0	...	0.3	0.3	0.7	0.1	...	0.4	0.4	0.6	0.1	...	0.4	0.4	14.3	0.0	12.5
Science and mathematics	0.0	0.0	...	0.0	0.0	0.3	0.6	...	0.5	0.5	0.2	0.5	...	0.3	0.3	50.0	80.0	71.4
Other combinations	3.7	3.2	...	3.5	3.5	0.5	1.3	...	0.9	0.9	1.5	1.7	...	1.6	1.6	43.8	89.5	68.6
Teaching in three or more fields, none more than half time	10.7	6.6	...	8.8	8.8	3.3	1.5	...	2.3	2.3	5.6	2.9	...	4.2	4.2	47.5	77.4	57.8
Total secondary teachers	100.0%	100.0%	...	100.0%	100.0%	100.0%	100.0%	...	100.0%	100.0%	100.0%	100.0%	...	100.0%	100.0%	48.5%	72.6%	60.7%

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
49. PERCENT OF TEACHING TIME IN GRADES OR FIELDS NOT AUTHORIZED BY CERTIFICATE HELD																		
None	82.1%	92.9%	93.8%	80.5%	90.1%	91.4%	94.9%	95.6%	91.9%	93.9%	88.0%	94.1%	94.7%	88.6%	92.4%	54.5%	80.9%	73.9%
Some but less than 25%	9.4	4.5	3.4	12.0	5.8	4.4	3.0	2.5	4.4	3.4	6.2	3.6	2.9	6.6	4.3	52.6	79.9	69.0
25% or more	8.5	2.6	2.8	7.5	4.1	4.2	2.1	1.9	3.7	2.7	5.8	2.3	2.4	4.8	3.3	51.7	76.3	64.3
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
50. PERCENT OF TEACHING TIME IN GRADES OR FIELDS DIFFERENT FROM FIELD OF MAJOR PREPARATION																		
None	52.1%	76.7%	77.3%	52.1%	70.4%	64.6%	76.5%	76.1%	69.4%	73.0%	60.0%	76.5%	76.7%	64.9%	72.0%	54.5%	81.7%	75.4%
Some but less than 25%	16.5	10.2	9.5	18.0	11.9	10.0	7.9	7.6	9.6	8.5	12.4	8.9	8.5	12.0	9.8	57.4	81.1	72.8
25-49%	11.7	4.8	3.5	14.5	6.5	6.0	2.7	2.2	5.4	3.7	8.1	3.6	2.8	8.0	4.8	55.6	76.2	66.7
50-74%	9.2	2.7	3.1	7.7	4.4	5.1	3.3	3.8	3.9	3.8	6.6	3.1	3.4	5.0	4.1	51.5	75.6	64.7
75-99%	6.6	2.2	3.1	3.9	3.3	4.1	2.8	4.2	2.0	3.2	5.0	2.5	3.7	2.5	3.2	53.2	80.4	68.7
100%	3.9	3.4	3.5	3.8	3.5	10.2	6.8	6.1	9.7	7.8	7.9	5.4	4.9	8.0	6.1	43.0	72.7	62.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
51. IF TEACHING OUTSIDE FIELD OF MAJOR PREPARATION, IS THIS A HANDICAP?																		
No handicap	44.0%	59.4%	48.0%	51.2%	49.4%	51.0%	58.8%	55.3%	56.2%	55.8%	47.9%	56.6%	52.0%	54.3%	53.1%	56.4%	80.4%	71.8%
Some handicap but not serious	50.7	43.1	48.8	43.3	46.3	46.9	39.2	43.0	41.4	42.2	48.6	40.8	45.7	42.1	43.9	51.5	72.3	63.2
Serious handicap	5.3	3.5	3.2	5.5	4.3	2.1	2.0	1.7	2.4	2.0	3.5	2.6	2.3	3.6	3.0	42.9	66.7	55.6
Total teaching in fields for which not prepared	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	76.8%	67.5%
52. SIZES OF CLASSES TAUGHT BY ELEMENTARY TEACHERS																		
Fewer than 10 pupils	11.1%	3.4%	4.9%	...	4.9%	0.0%	0.4%	0.3%	...	0.3%	4.7%	1.6%	2.2%	...	2.2%	62.1%	88.4%	77.8%
10-19	13.4	14.8	14.6	...	14.6	5.1	2.5	3.0	...	3.0	8.6	7.2	7.5	...	7.5	62.3	86.9	81.7
20-24	15.0	19.1	18.3	...	18.3	7.9	8.7	8.5	...	8.5	10.9	12.7	12.3	...	12.3	59.7	85.6	81.4
25-29	16.1	20.9	19.9	...	19.9	15.7	26.6	24.7	...	24.7	15.9	24.4	22.8	...	22.8	57.1	82.2	79.0
30-34	19.5	20.2	20.1	...	20.1	33.7	31.7	32.1	...	32.1	27.7	27.3	27.4	...	27.4	66.7	83.1	80.0
35-39	15.0	14.3	14.4	...	14.4	26.4	19.4	20.6	...	20.6	21.5	17.4	18.2	...	18.2	54.9	82.0	76.1
40-44	5.7	4.7	4.9	...	4.9	5.6	4.8	4.9	...	4.9	5.7	4.7	4.9	...	4.9	62.9	77.7	74.5
45 or more	4.2	2.6	2.9	...	2.9	5.6	5.9	5.9	...	5.9	5.0	4.7	4.7	...	4.7	54.8	90.6	83.6
Total	100.0%	100.0%	100.0%	...	100.0%	100.0%	100.0%	100.0%	...	100.0%	100.0%	100.0%	100.0%	...	100.0%	65.6%	83.6%	81.1%
Median class size	28.3	28.0	28.1	...	28.1	33.2	31.9	32.1	...	32.1	31.8	30.8	31.0	...	31.0	31.7	30.7	30.9
53. SIZES OF CLASSES TAUGHT BY SECONDARY TEACHERS																		
Fewer than 10 pupils	11.2%	12.8%	...	12.0%	12.0%	2.3%	2.3%	...	2.3%	2.3%	5.3%	5.3%	...	5.3%	5.3%	47.7%	78.3%	63.8%
10-19	36.0	33.3	...	34.7	34.7	14.2	14.9	...	14.6	14.6	21.6	20.2	...	20.8	20.8	50.0	74.4	62.4
20-24	15.0	17.2	...	16.1	16.1	16.1	17.1	...	16.6	16.6	15.8	17.1	...	16.5	16.5	48.5	72.4	61.5
25-29	14.8	13.5	...	14.2	14.2	22.4	21.4	...	21.8	21.8	19.8	19.1	...	19.5	19.5	50.7	71.5	61.4
30-34	11.0	13.7	...	12.3	12.3	25.3	25.3	...	25.3	25.3	20.4	22.0	...	21.3	21.3	45.5	71.1	59.4
35-39	6.7	5.9	...	6.2	6.2	12.4	13.0	...	12.7	12.7	10.4	10.9	...	10.7	10.7	51.5	65.1	58.8
40-44	3.0	2.7	...	2.8	2.8	3.7	3.1	...	3.4	3.4	3.5	3.0	...	3.2	3.2	49.0	73.9	61.1
45-54	1.4	0.8	...	1.1	1.1	1.6	1.7	...	1.7	1.7	1.5	1.5	...	1.5	1.5	45.3	88.1	67.2
55-64	0.5	0.0	...	0.3	0.3	0.7	0.6	...	0.7	0.7	0.7	0.4	...	0.5	0.5	55.6	94.7	71.7
65 or more	0.4	0.1	...	0.3	0.3	1.3	0.6	...	0.9	0.9	1.0	0.5	...	0.7	0.7	42.9	72.7	53.1
Total	100.0%	100.0%	...	100.0%	100.0%	100.0%	100.0%	...	100.0%	100.0%	100.0%	100.0%	...	100.0%	100.0%	48.5%	72.6%	60.7%
Median class size	20.9	21.1	...	21.0	21.0	28.9	28.7	...	28.8	28.8	26.9	26.9	...	26.9	26.9	26.7	26.7	26.7

Item	Rural teachers					Urban teachers					Rural and urban teachers							
	Men	Women	Elementary	Secondary	Total	Men	Women	Elementary	Secondary	Total	Men	Women	Elementary	Secondary	Total	Percent who would teach again		
																Men	Women	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
54. TOTAL NUMBER OF PUPILS TAUGHT IN ALL CLASSES, SECONDARY TEACHERS																		
Fewer than 75 pupils	27.4%	22.7%	...	25.2%	25.2%	8.9%	5.7%	...	7.2%	7.2%	14.7%	10.3%	...	12.5%	12.5%	45.2%	81.3%	60.5%
75-99	15.8	24.1	...	19.8	19.8	9.6	11.9	...	10.8	10.8	11.6	15.2	...	13.4	13.4	48.7	75.3	64.1
100-124	21.9	15.6	...	18.9	18.9	19.2	22.2	...	20.8	20.8	20.0	20.4	...	20.2	20.2	48.7	73.6	61.6
125-149	14.8	14.5	...	14.7	14.7	26.2	25.1	...	25.6	25.6	22.6	22.3	...	22.5	22.5	52.4	70.6	61.6
150-174	9.0	13.5	...	11.1	11.1	19.3	19.2	...	19.2	19.2	16.1	17.6	...	16.9	16.9	47.5	69.4	59.2
175-199	6.5	7.1	...	6.8	6.8	7.6	6.0	...	6.8	6.8	7.3	6.3	...	6.7	6.7	45.8	63.1	54.0
200-224	0.7	1.1	...	0.8	0.8	3.4	3.6	...	3.5	3.5	2.5	2.9	...	2.7	2.7	52.0	83.3	69.1
225-249	1.6	0.3	...	1.0	1.0	1.7	1.4	...	1.6	1.6	1.7	1.2	...	1.4	1.4	35.3	58.3	44.8
250 or more	2.3	1.1	...	1.7	1.7	4.1	4.9	...	4.5	4.5	3.5	3.8	...	3.7	3.7	60.0	77.5	69.3
Total	100.0%	100.0%	...	100.0%	100.0%	100.0%	100.0%	...	100.0%	100.0%	100.0%	100.0%	...	100.0%	100.0%	48.5%	72.0%	60.7%
Median number of pupils	107.7	105.1	...	106.7	106.7	136.7	135.1	...	135.9	135.9	129.1	129.5	...	129.3	129.3	130.1	127.5	128.6
55. PERCENT REPORTING CERTAIN INSTRUCTIONAL QUALIFICATIONS AS AREAS OF GREATEST STRENGTH																		
Knowledge of the subjectmatter I am teaching	93.4%	96.8%	95.5%	96.7%	95.9%	95.8%	98.0%	97.2%	97.4%	97.3%	94.9%	97.5%	96.4%	97.2%	96.7%	53.1%	80.9%	73.1%
Ability to use varied and effective methods of instruction	74.7	80.0	78.7	78.3	78.6	79.0	85.0	83.2	83.2	83.2	77.4	82.9	81.0	81.8	81.3	53.3	80.9	73.4
Ability to develop enthusiasm and interest on the part of the class as a whole	70.8	86.9	86.4	72.7	82.7	78.9	89.5	91.0	80.7	86.4	75.9	88.4	88.8	78.4	84.9	56.8	81.8	75.5
Ability to maintain leadership and control of the classroom group	91.7	92.9	92.0	94.0	92.6	92.4	92.8	92.0	93.4	92.7	92.2	92.8	92.0	93.6	92.6	53.9	81.2	73.4
Ability to use audio-visual equipment and materials effectively	58.6	43.0	45.9	50.2	47.1	60.2	49.8	57.5	47.1	52.8	59.6	47.1	52.1	48.0	50.6	54.9	81.3	72.6
Ability to work successfully with pupils on extracurriculum activities	69.7	56.7	54.5	74.2	60.2	65.0	49.3	43.2	65.6	54.1	66.7	52.3	48.6	68.0	56.5	54.8	80.3	71.6
Ability to help pupils develop better work habits	56.0	74.9	75.7	53.5	70.0	61.5	76.3	78.4	63.9	71.9	59.5	75.7	77.1	61.1	71.2	56.5	81.0	75.2
Ability to help pupils develop better relationships with other pupils	74.4	82.7	83.7	70.5	80.5	68.2	79.7	83.6	67.0	76.4	70.6	80.9	83.6	67.9	78.0	55.3	81.4	74.8
Ability to help pupils develop qualities of dependability and responsibility	74.3	79.2	80.1	72.1	78.0	75.5	81.3	82.3	76.2	79.6	75.1	80.4	81.3	75.1	79.0	54.8	82.0	74.9
Ability to handle the situation when a number of brilliant pupils are in the same class with those of average and lower ability	45.5	43.2	46.1	37.4	43.8	48.9	45.5	47.1	45.8	46.5	47.6	44.5	46.6	43.4	45.4	52.9	81.2	72.9
Ability to handle the situation when a number of slow-learning pupils are in the same class with those of average and higher ability	39.4	40.3	44.5	28.3	40.0	40.7	43.9	46.2	39.0	43.0	40.2	42.4	45.4	35.9	41.8	53.2	82.1	74.3
Ability to arouse the interest of the bright but uninterested or uncooperative student	39.8	39.3	41.2	34.5	39.4	40.3	42.3	43.9	39.2	41.7	40.1	41.0	42.6	37.9	40.8	54.4	82.3	74.5

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
56. DEGREE OF SATISFACTION WITH TEACHING MATERIALS AND EQUIPMENT—BOOKS, SUPPLIES, LABORATORIES, AND THE LIKE																		
Entirely satisfactory	14.9%	14.7%	15.3%	13.3%	14.7%	25.7%	26.3%	28.9%	22.8%	26.1%	21.7%	21.5%	22.5%	20.1%	21.6%	60.1%	85.4%	78.4%
More satisfactory than unsatisfactory	55.5	63.9	62.8	59.0	61.8	57.9	62.1	60.2	61.7	60.8	57.0	62.8	61.4	60.9	61.2	55.1	81.6	74.8
More unsatisfactory than satisfactory	24.5	18.4	18.7	23.3	20.0	14.5	10.9	10.2	14.1	12.0	18.2	14.0	14.2	16.7	15.2	44.4	72.5	63.2
Entirely unsatisfactory	5.1	3.0	3.2	4.4	3.5	1.9	0.7	0.7	1.4	1.1	3.1	1.7	1.9	2.3	2.0	42.6	50.0	46.9
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
57. EVALUATION OF CLASSROOM OR CLASSROOMS—SPACE, LIGHT, HEAT, VENTILATION, FURNITURE, EQUIPMENT, ACOUSTICS, STORAGE, CONVENIENCE																		
Completely satisfactory	17.1%	12.2%	13.6%	13.0%	13.4%	22.6%	20.8%	22.6%	19.9%	21.3%	20.6%	17.3%	18.4%	17.9%	18.2%	59.8%	86.8%	78.4%
More satisfactory than unsatisfactory	45.8	56.5	55.0	50.6	53.8	51.3	57.8	57.4	54.1	55.9	49.2	57.3	56.2	53.1	55.1	55.2	82.3	75.6
More unsatisfactory than satisfactory	29.7	26.0	25.7	30.0	26.9	22.2	18.1	16.6	22.5	19.3	25.0	21.3	20.9	24.7	22.3	47.7	75.5	66.9
Completely unsatisfactory	7.4	5.3	5.7	6.4	5.9	3.9	3.3	3.4	3.5	3.5	5.2	4.1	4.5	4.3	4.4	47.5	64.1	58.7
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
58. PERCENT OF TEACHERS PARTICIPATING IN ACTIVITIES OTHER THAN CLASS INSTRUCTION, 1955-56																		
Monitorial duties assigned on scheduled basis, such as keeping order in halls, on playgrounds, in study halls, in lunchrooms, in other parts of building, in loading and unloading buses	84.6%	82.1%	83.7%	80.8%	82.8%	74.5%	80.3%	88.0%	68.2%	78.6%	78.1%	81.0%	86.1%	71.8	80.1%	53.7%	80.7%	56.6%
Handling administrative duties, such as pupil patrols, bookstore, school bank, commencements, audio-visual aids, school library, locker control, and committee work on such matters	46.2	43.5	41.1	50.8	44.2	51.3	42.5	47.4	42.6	45.1	49.4	42.8	44.7	45.0	44.8	54.7	79.5	71.4
Coaching athletics	41.9	11.8	19.5	22.3	20.3	26.8	7.1	11.8	14.3	13.0	32.3	8.8	15.2	16.6	15.8	58.1	84.3	68.5
Noncoaching duties related to athletics, such as tickets, ushers, equipment, policing, business management, cheerleaders, etc.	53.1	25.8	20.8	60.6	33.6	46.0	13.7	8.5	39.8	23.4	48.6	18.2	13.9	45.8	27.2	52.6	80.7	66.0
Directing pupils and rendering other services in connection with public performances, such as concerts, pageants, plays, parades, etc.	52.7	66.9	66.8	54.5	62.8	46.7	47.5	50.8	43.3	47.2	48.9	54.8	57.7	46.5	53.0	57.2	81.8	75.1
Sponsoring class organizations, clubs, student government, publications, societies of all kinds	57.1	39.5	27.2	81.2	44.5	54.7	37.3	21.2	66.0	42.5	55.5	38.1	29.8	70.3	43.2	52.2	78.1	68.3
Committees, lectures, etc., dealing with professional improvement	40.9	36.1	34.1	44.6	37.5	55.2	56.6	56.7	55.6	56.2	50.1	48.8	46.9	52.5	49.2	56.4	80.2	73.1
Making records and reports for one's classes and for other school activities	78.4	86.1	84.7	82.3	83.9	82.5	89.3	88.5	85.9	87.3	81.0	88.1	86.8	84.9	86.0	53.7	80.3	72.9
Individual out-of-class assistance to one's own pupils	71.8	72.0	67.2	82.1	72.0	74.5	75.7	68.6	82.9	75.4	73.6	74.3	68.0	82.7	74.1	53.2	79.9	72.1
Working with the parents of one's pupils in relation to the work of individual pupils	58.3	73.3	73.5	59.7	69.0	66.6	80.1	82.5	69.0	76.1	63.6	77.6	78.6	66.4	73.5	53.2	80.7	73.7

Item	Rural teachers					Urban teachers					Rural and urban teachers							
	Men	Women	Elementary	Secondary	Total	Men	Women	Elementary	Secondary	Total	Men	Women	Elementary	Secondary	Total	Percent who would teach again		
																Men	Women	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
59. PERCENT OF EXPERIENCED TEACHERS WHO REPORTED GIVING MORE TIME TO THE ACTIVITY IN 1955-56 THAN FIVE YEARS EARLIER																		
Monitorial duties	40.7%	30.5%	33.3%	31.2%	32.6%	23.0%	28.9%	33.1%	21.5%	27.3%	28.6%	29.5%	33.2%	23.9%	29.3%	50.0%	77.0%	70.6%
Administrative duties	26.7	18.9	18.8	24.6	20.5	21.0	20.6	23.2	18.2	20.7	22.8	19.9	21.2	19.8	20.6	55.1	80.9	74.0
Coaching athletics	14.5	2.5	4.7	5.9	5.0	9.1	1.8	3.4	4.1	3.7	10.8	2.1	3.9	4.5	4.2	57.8	84.0	67.7
Noncoaching duties in athletics	21.9	6.3	5.0	20.4	9.5	14.9	4.1	2.6	11.1	6.9	17.1	4.9	3.7	13.5	7.8	46.6	76.3	60.6
Pupil performances (plays, etc.)	22.3	17.5	16.5	23.2	18.5	12.8	13.0	12.7	13.2	12.9	15.8	14.7	14.4	15.7	14.9	58.7	79.9	74.5
Sponsoring pupil organizations	24.2	14.2	9.1	33.6	16.3	20.9	15.9	8.3	26.1	17.2	21.9	15.2	8.7	28.0	16.9	54.8	75.2	68.8
Committees, lectures	19.9	18.8	17.7	22.3	19.0	27.7	30.8	31.9	28.0	30.0	25.2	26.2	25.6	26.6	26.0	57.2	79.3	74.1
Clerical work	29.3	35.9	35.0	33.2	34.5	34.2	41.6	43.7	35.5	39.6	32.6	39.4	39.8	35.0	37.8	47.4	77.1	70.9
Work with individual pupils	24.8	25.8	24.8	27.3	25.6	23.6	22.5	21.2	24.4	22.8	24.0	23.8	22.8	25.1	23.8	53.3	78.4	72.3
Work with parents of pupils	18.2	28.8	32.3	12.8	26.6	18.8	30.9	38.4	17.1	27.8	18.6	30.1	35.7	16.0	27.4	49.7	81.5	76.3
60. NUMBER OF HOURS PER WEEK DEVOTED TO SCHOOL DUTIES AND ACTIVITIES OUTSIDE SCHOOL HOURS																		
Less than 5 hours	15.8%	16.5%	15.9%	17.4%	16.4%	13.7%	19.3%	18.9%	16.2%	17.7%	14.5%	18.2%	17.5%	16.5%	17.1%	50.7%	81.4%	74.2%
5-9 hours	25.5	30.7	31.1	24.6	29.3	28.4	35.9	36.3	30.6	33.7	27.3	33.8	33.9	29.0	32.0	51.2	80.3	73.4
10-14 hours	31.5	32.6	34.1	27.7	32.3	32.4	29.2	29.2	31.3	30.1	32.1	30.5	31.4	30.3	31.0	54.9	81.5	73.8
15-19 hours	15.4	12.8	11.7	18.0	13.4	15.1	9.9	9.8	13.3	11.4	15.2	11.0	10.7	14.6	12.2	56.7	79.2	71.4
20-24 hours	9.7	6.3	6.1	10.1	7.2	8.4	4.4	4.3	7.1	5.6	8.9	5.2	5.1	7.9	6.2	55.1	78.0	68.9
25 or more hours	2.1	1.1	1.1	2.2	1.4	2.0	1.3	1.5	1.5	1.5	2.0	1.3	1.4	1.7	1.5	55.2	87.2	75.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
Median number of hours	11.4	10.4	10.4	11.4	10.7	11.2	9.3	9.3	10.5	9.8	11.3	9.7	9.8	10.7	10.1	11.5	9.7	10.1
61. TEACHER'S SENSE OF IDENTITY WITH THE COMMUNITY																		
"I am living in my home community, where I have lived since childhood"	29.1%	35.4%	37.4%	24.5%	33.8%	26.7%	35.3%	36.0%	28.9%	32.8%	27.5%	35.3%	36.6%	27.7%	33.2%	53.6%	80.5%	74.3%
"Altho I came here as an adult, I now feel that I belong"	47.6	53.3	51.2	53.7	51.9	50.6	51.0	48.9	53.2	50.8	49.5	51.9	50.0	53.3	51.2	56.1	83.1	75.9
"Altho I have been here for some time, I do not feel identified with the community"	6.6	5.1	4.2	8.8	5.5	10.2	6.0	5.8	8.9	7.2	8.9	5.7	5.0	8.9	6.6	38.2	69.0	57.5
"I have been here too short a time to feel identified with the community"	16.7	6.2	7.2	13.0	8.8	12.5	7.7	9.3	9.0	9.2	14.1	7.1	8.4	10.1	9.0	55.3	75.5	66.9
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
62. LOCATION OF SCHOOL BUILDING WHERE TEACHING IN RELATION TO COMMUNITY WHERE TEACHER LIVES																		
School building located in community where living	73.1%	67.5%	65.0%	79.5%	68.9%	81.6%	85.0%	82.4%	85.9%	84.0%	78.5%	77.8%	74.2%	84.1%	78.0%	52.9%	81.0%	73.2%
School building not located in community where living	26.9	32.5	35.0	20.5	31.1	18.4	15.0	17.6	14.1	16.0	21.5	22.2	25.8	15.9	22.0	56.8	80.0	73.8
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
63. DISTANCES ONE WAY, TRAVELED DAILY TO SCHOOL																		
Less than 1 mile	49.2%	36.8%	33.9%	55.8%	39.9%	31.4%	37.1%	33.6%	37.6%	35.4%	37.9%	37.0%	33.8%	42.8%	37.2%	52.8%	81.4%	73.4%
1 mile but less than 5	19.0	24.5	24.6	19.1	23.1	42.6	41.2	42.7	40.4	41.6	33.9	34.3	34.1	34.3	34.2	52.4	80.5	72.8
5 miles but less than 10	12.9	20.8	21.7	11.3	18.8	14.1	14.2	15.8	12.3	14.2	13.7	16.9	18.5	12.0	16.0	56.9	81.7	75.9
10 miles but less than 20	13.8	14.2	15.7	9.8	14.1	9.3	6.0	6.2	7.7	6.9	11.0	9.3	10.7	8.3	9.8	57.7	80.9	73.8
20 miles but less than 30	3.7	2.9	3.4	2.4	3.1	1.9	1.1	1.3	1.4	1.4	2.5	1.9	2.3	1.7	2.1	48.7	69.3	62.3
30 miles but less than 50	0.9	0.7	0.6	1.1	0.8	0.6	0.4	0.3	0.6	0.4	0.7	0.5	0.5	0.8	0.6	54.5	57.1	56.3
50 miles or more	0.5	0.1	0.1	0.5	0.2	0.1	0.0	0.1	0.0	0.1	0.3	0.1	0.1	0.1	0.1	100.0	100.0	100.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
64. DEGREE OF ACCEPTANCE IN SOCIAL LIFE OF COMMUNITY WHERE TEACHING																		
Accepted	84.7%	93.0%	93.3%	84.8%	90.9%	82.2%	88.1%	89.3%	83.0%	86.4%	83.1%	90.1%	91.2%	83.5%	88.2%	56.5%	83.1%	76.1%
Partly accepted, partly ignored	15.1	6.4	6.5	13.9	8.6	16.3	11.2	10.3	15.5	12.7	15.9	9.2	8.5	15.0	11.1	40.1	70.8	58.6
Ignored or rejected	0.2	0.6	0.2	1.3	0.5	1.5	0.7	0.4	1.5	0.9	1.0	0.7	0.3	1.5	0.7	53.8	50.0	51.4
Total reporting on acceptance or rejection	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	81.7%	74.0%
Percent reporting on acceptance or rejection	88.1%	86.1%	85.6%	89.1%	86.6%	88.9%	90.8%	89.6%	90.9%	90.2%	88.6%	88.8%	87.7%	90.4%	88.7%	53.9%	81.7%	74.0%
Percent reporting that question did not apply, as teacher lived elsewhere	11.9	13.9	14.4	10.9	13.4	11.1	9.2	10.4	9.1	9.8	11.4	11.2	12.3	9.6	11.3	51.2	75.9	68.9
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
65. EXTENT OF RESTRICTIONS ON PERSONAL LIFE																		
No restrictions	52.8%	63.3%	63.4%	53.3%	60.6%	59.8%	71.2%	70.8%	64.4%	67.9%	57.2%	67.9%	67.3%	61.2%	65.0%	58.4%	83.3%	77.2%
Some restrictions but not serious	44.2	34.0	33.9	43.6	36.6	37.9	27.4	27.9	33.5	30.4	40.2	30.1	30.7	36.4	32.9	47.7	75.8	66.3
Serious restrictions	3.0	2.7	2.7	3.1	2.8	2.3	1.4	1.3	2.1	1.7	2.6	2.0	2.0	2.4	2.1	46.2	64.6	58.5
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
66. MEMBERSHIP OF TEACHER IN A CHURCH																		
Active member, carrying responsibility in church educational program	34.5%	38.4%	39.3%	32.5%	37.4%	22.3%	23.7%	24.8%	21.6%	23.3%	26.8%	29.8%	31.6%	24.7%	29.0%	59.0%	84.7%	78.1%
Active member but not carrying responsibility in church educational program	37.7	43.0	40.8	43.9	41.7	43.8	51.8	50.7	48.1	49.5	41.5	48.2	46.0	46.9	46.3	54.5	80.1	73.8
Inactive member	14.1	12.3	11.4	16.1	12.7	22.1	17.1	17.1	20.3	18.6	19.2	15.1	14.5	19.1	16.2	47.3	76.9	67.3
Not a member	13.7	6.3	8.5	7.5	8.2	11.8	7.4	7.4	10.0	8.6	12.5	6.9	7.9	9.3	8.4	49.5	76.3	65.4
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
67. LOCATION OF CHURCH TO WHICH TEACHER BELONGS IN RELATION TO SCHOOL WHERE TEACHING																		
In same community where school is located	48.4%	44.3%	40.8%	56.6%	45.3%	64.7%	66.3%	63.0%	69.1%	65.8%	58.5%	56.8%	52.2%	65.3%	57.3%	53.8%	81.4%	73.8%
Not in same community where school is located	51.6	55.7	59.2	43.4	54.7	35.3	33.7	37.0	30.9	34.2	41.5	43.2	47.8	34.7	42.7	56.8	80.8	74.6
Total who are church members	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	55.0%	81.1%	74.1%

Item	Rural teachers					Urban teachers					Rural and urban teachers							
	Men	Women	Elementary	Secondary	Total	Men	Women	Elementary	Secondary	Total	Men	Women	Elementary	Secondary	Total	Percent who would teach again		
																Men	Women	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
68. PERCENT OF TEACHERS WHO ARE ACTIVE MEMBERS IN ONE OR MORE THAN ONE ORGANIZATION OF TYPES INDICATED																		
Business—chamber of commerce, board of trade, etc.	14.2%	3.8%	4.4%	12.0%	6.5%	8.6%	3.4%	3.6%	6.5%	4.9%	10.7%	3.5%	3.9%	8.1%	5.6%	43.1%	82.2%	61.0%
Cultural and recreational—art, drama, music, bowling, dancing, stamps, gardening, etc.	25.0	26.4	25.2	28.0	26.0	34.3	39.1	35.2	40.6	37.7	30.9	34.0	30.6	37.0	33.1	58.4	79.2	73.7
Lodges and social groups; fraternities, sororities, alumni	39.2	33.8	31.8	43.7	35.2	43.7	45.1	44.0	45.5	44.7	42.0	40.5	38.4	45.0	41.0	51.3	81.2	72.6
Health and social welfare—Community Chest, hospital, Red Cross, etc.	28.4	40.5	37.4	37.1	37.3	30.2	34.6	33.1	33.5	33.3	29.6	36.9	35.1	34.5	34.9	53.2	83.2	76.0
Business and professional and civic-social and service	31.3	29.6	26.8	38.5	30.1	26.3	36.8	33.1	34.4	33.7	28.2	33.9	30.2	35.6	32.3	51.1	79.8	72.7
Political, intercultural, civil liberties	10.6	5.1	5.7	8.6	6.5	11.1	7.4	6.8	10.5	8.5	10.9	6.5	6.3	10.0	7.8	48.8	77.0	65.8
Religious-social and youth building—YMCA, YWCA, YMHA, NC, scouts, 4-H, etc.	36.2	34.8	35.2	35.1	35.2	34.8	27.5	28.0	31.5	29.6	35.3	30.4	31.4	32.5	31.8	54.7	83.2	74.3
Rural welfare	10.6	14.3	14.5	10.2	13.3	2.9	1.6	1.5	2.5	2.0	5.7	6.7	7.5	4.7	6.4	53.5	82.3	75.0
Veterans' and patriotic	23.1	6.2	7.7	18.0	10.6	17.7	3.6	5.0	11.0	7.8	19.7	4.6	6.3	12.9	8.9	49.7	83.0	62.1
69. DEGREE OF PARTICIPATION IN CHURCH AND NINE TYPES OF COMMUNITY GROUPS																		
Not an active member of church or any community group listed	8.2%	5.4%	6.1%	6.1%	6.1%	10.6%	7.2%	8.2%	8.2%	8.2%	9.7%	6.5%	7.3%	7.6%	7.4%	44.5%	72.9%	62.3%
Active member of church but of no other community group listed	10.6	13.7	14.9	7.8	12.9	11.5	11.6	12.8	10.0	11.5	11.1	12.4	13.8	9.4	12.1	57.5	81.8	75.5
Active member only in one type of community group	6.2	4.5	4.6	5.8	4.9	8.7	6.8	6.7	8.2	7.4	7.8	5.9	5.7	7.5	6.4	55.6	75.4	68.6
Active member in two types of groups (church may or may not be one)	23.7	27.4	27.7	23.0	26.4	19.4	23.5	23.5	20.9	22.3	21.0	25.1	25.4	21.5	23.9	56.7	80.8	74.8
Active member in three types	20.0	20.8	20.1	22.0	20.6	17.9	21.2	20.6	19.8	20.2	18.7	21.0	20.3	20.4	20.4	54.3	80.9	74.0
Active member in four or more types	31.3	28.2	26.6	35.1	29.1	31.9	29.7	28.2	32.9	30.4	31.7	29.1	27.5	33.6	29.8	52.0	81.9	72.9
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
70. VOTING IN MOST RECENT ELECTION																		
Voted																		
In school community	50.6%	47.5%	44.0%	59.7%	48.2%	58.7%	58.7%	55.6%	62.2%	58.7%	55.6%	54.1%	50.1%	61.6%	54.5%	53.5%	80.4%	72.8%
Elsewhere	31.8	37.8	39.9	26.7	36.3	27.6	28.5	30.9	25.2	28.2	29.2	32.3	35.1	25.6	31.5	54.1	81.7	74.6
Total who voted	82.4%	85.3%	83.9%	86.4%	84.5%	86.3%	87.2%	86.5%	87.4%	86.9%	84.8%	86.4%	85.2%	87.2%	86.0%	53.6%	80.8%	73.4%
Did not vote																		
Was registered and could have voted	4.1%	4.1%	4.4%	3.3%	4.1%	2.9%	3.1%	3.0%	3.2%	3.1%	3.3%	3.6%	3.7%	3.2%	3.5%	62.7%	77.5%	73.6%
Was ineligible to register	8.2	6.1	7.0	5.6	6.7	6.2	6.3	6.8	5.6	6.3	7.0	6.2	6.9	5.6	6.4	60.4	89.1	76.3
Was eligible to register but had not done so	5.3	4.5	4.7	4.7	4.7	4.6	3.4	3.7	3.8	3.7	4.9	3.8	4.2	4.0	4.1	45.9	75.3	65.8
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
71. EXTENT OF TEACHER PARTICIPATION IN CERTAIN CIVIC-POLITICAL ACTIVITIES																		
Serve as party precinct worker in pre-election activities	10.3%	4.9%	7.0%	5.2%	6.5%	5.2%	2.2%	2.7%	3.6%	3.1%	7.1%	3.2%	4.6%	4.1%	4.4%	51.0%	74.3%	62.9%
Represent my political party as an official in conducting elections	7.2	6.3	6.8	6.1	6.6	4.2	1.6	1.7	3.2	2.4	5.3	3.4	4.0	4.0	4.0	52.1	73.6	65.0
In a presidential election, hold a straw vote in my class	46.2	36.6	40.5	36.8	39.3	32.3	28.5	32.9	26.0	29.7	37.4	31.6	36.3	29.1	33.4	55.5	83.7	74.2
In a presidential election, explain to class my reasons for preferring my candidate	18.8	11.9	15.0	11.3	13.9	12.3	6.0	5.5	10.7	7.9	14.6	8.3	9.7	10.9	10.2	57.3	80.5	70.4
In a presidential election, outside school time, make speeches or give other services on behalf of my candidate	4.1	2.2	2.8	2.5	2.7	3.9	2.6	3.0	3.0	3.0	4.0	2.4	2.9	2.9	2.9	53.7	76.0	66.7
In schoolboard election, outside school time, make speeches or give other services on behalf of my candidate	3.3	2.8	3.3	2.1	3.0	5.3	3.8	3.7	5.0	4.3	4.5	3.4	3.5	4.2	3.8	42.6	72.0	61.3
In local schoolboard election, discuss candidates in private conversations in the hope of persuading others to vote for my candidate	16.8	11.7	11.8	16.3	13.2	28.2	21.8	22.1	25.7	23.8	24.0	17.9	17.5	23.0	19.7	49.7	79.9	68.8
72. PRACTICE AND OPINIONS REGARDING SERVICE AS PARTY PRECINCT WORKER IN PRE-ELECTION ACTIVITIES																		
Usually do this and think teachers should do so	8.1%	4.1%	5.7%	4.2%	5.3%	4.1%	1.9%	2.3%	2.8%	2.5%	5.5%	2.7%	3.8%	3.3%	3.6%	48.0%	70.9%	60.2%
Usually do this but think teachers should not do so	2.2	0.8	1.3	1.0	1.2	1.1	0.3	0.4	0.8	0.6	1.6	0.5	0.8	0.8	0.8	61.9	93.3	75.0
Usually do not do this but think teachers should do so	29.0	21.2	23.2	24.1	23.5	35.7	29.6	27.5	36.1	31.5	33.2	26.4	25.6	32.6	28.5	50.9	77.6	68.1
Usually do not do this and think teachers should not do so	60.7	73.9	69.8	70.7	70.0	59.1	68.2	69.8	60.3	65.4	59.7	70.4	69.8	63.3	67.1	56.1	82.1	75.1
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
73. HAS TEACHER EVER BEEN A CANDIDATE FOR ELECTION TO A PUBLIC OFFICE?																		
Yes	8.7%	2.9%	3.9%	5.4%	4.4%	3.5%	1.3%	1.8%	2.2%	1.9%	5.4%	1.9%	2.8%	3.1%	2.9%	51.3%	92.1%	71.2%
No	91.3	97.1	96.1	94.6	95.6	96.5	98.7	98.2	97.8	98.1	94.6	98.1	97.2	96.9	97.1	54.1	80.3	73.3
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
74. EXTENT TO WHICH LOCAL POLITICS INFLUENCE EMPLOYMENT, SALARY, OR PROMOTION OF TEACHERS IN LOCAL SCHOOL SYSTEM																		
Politics has no influence	66.4%	81.0%	81.5%	66.0%	77.2%	60.5%	72.1%	72.1%	64.6%	68.7%	62.6%	75.7%	76.5%	65.0%	72.1%	59.0%	82.7%	77.0%
Politics a factor to limited extent	21.7	12.9	12.6	22.1	15.2	24.6	18.5	18.0	23.0	20.3	23.6	16.2	15.5	22.8	18.2	47.0	76.7	66.1
Politics is an influential factor	11.9	6.1	5.9	11.9	7.6	14.9	9.4	9.9	12.4	11.0	13.8	8.1	8.0	12.2	9.7	44.2	71.4	60.7
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%

Item	Rural teachers					Urban teachers					Rural and urban teachers					Percent who would teach again		
	Men	Women	Elementary	Secondary	Total	Men	Women	Elementary	Secondary	Total	Men	Women	Elementary	Secondary	Total	Men	Women	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
75. MEMBERSHIP OF TEACHER IN PROFESSIONAL EDUCATIONAL ORGANIZATIONS IN 1955-56																		
Local, state, and NEA	52.7%	53.4%	52.4%	55.6%	53.3%	54.5%	65.1%	65.8%	57.6%	62.0%	53.9%	60.3%	59.5%	57.0%	58.5%	54.1%	81.2%	74.3%
Local and state	32.1	31.8	31.3	33.3	31.8	25.4	20.9	20.4	24.3	22.2	27.8	25.3	25.5	26.9	26.0	55.6	81.4	73.8
Local and NEA	0.2	1.3	1.3	0.5	1.0	1.4	1.3	1.3	1.4	1.4	0.9	1.3	1.3	1.1	1.2	64.3	75.9	73.5
Local only	2.7	3.2	3.7	1.1	3.0	7.1	5.6	4.8	7.5	6.0	5.5	4.6	4.3	5.7	4.8	48.8	77.2	68.3
State and NEA	2.7	2.5	2.5	2.8	2.6	1.1	1.5	1.5	1.3	1.4	1.7	1.9	2.0	1.7	1.9	46.2	75.6	68.3
State only	3.6	3.9	3.9	3.5	3.8	1.6	1.0	1.0	1.2	1.1	2.3	2.2	2.4	1.9	2.2	65.7	85.1	79.5
NEA only	0.5	0.3	0.4	0.2	0.4	0.2	0.3	0.4	0.1	0.3	0.3	0.3	0.4	0.2	0.3	80.0	92.3	88.9
Local teachers' union (write-in response, not in answer checklist)	0.2	0.0	0.0	0.2	0.0	0.7	0.3	0.1	0.8	0.4	0.5	0.2	0.0	0.6	0.3	37.5	83.3	57.1
None	5.3	3.6	4.5	2.8	4.1	8.0	4.0	4.7	5.8	5.2	7.1	3.9	4.6	4.9	4.8	46.3	72.9	62.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
76. MEMBERSHIP IN 1955-56 IN LOCAL, STATE, OR NATIONAL ORGANIZATION DEVOTED TO SOME SUBJECT OR TEACHING FIELD																		
Member of such an organization	36.3%	28.3%	23.0%	48.8%	30.4%	46.9%	46.7%	34.0%	61.7%	46.8%	43.1%	39.2%	28.9%	58.0%	40.3%	53.4%	80.9%	72.7%
Not a member	63.7	71.7	77.0	51.2	69.6	53.1	53.3	66.0	38.3	53.2	56.9	60.8	71.1	42.0	59.7	54.3	80.6	73.6
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
77. RELATIONSHIP OF TEACHER TO LOCAL PROFESSIONAL ORGANIZATION																		
Gave much time and effort to work of association this year	17.0%	12.5%	13.5%	14.2%	13.7%	18.1%	13.0%	15.3%	13.4%	14.4%	17.7%	12.8%	14.5%	13.6%	14.1%	64.1%	84.3%	77.9%
Gave some service, not a great deal	48.0	51.1	49.6	51.9	50.3	41.9	47.0	47.5	43.2	45.6	44.1	48.6	48.5	45.7	47.4	52.3	81.5	74.1
Gave little or no service	35.0	36.4	36.9	33.9	36.0	40.0	40.0	37.2	43.4	40.0	38.2	38.6	37.0	40.7	38.5	51.0	78.6	71.1
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
78. EVALUATION OF LOCAL ASSOCIATION																		
Excellent program	13.7%	20.4%	21.5%	11.6%	18.7%	19.8%	32.6%	34.4%	22.3%	28.9%	17.6%	27.8%	28.6%	19.3%	24.9%	64.8%	85.9%	81.8%
Fairly good program	45.3	50.2	51.1	43.4	48.9	49.2	48.4	48.6	48.8	48.6	47.8	49.1	49.7	47.2	48.8	55.5	80.0	73.4
Limited program	38.9	28.5	26.5	42.9	31.2	28.9	18.4	16.4	27.3	21.4	32.5	22.4	21.0	31.7	25.2	48.6	77.0	66.8
Other	2.1	0.9	0.9	2.1	1.2	2.1	0.6	0.6	1.6	1.1	2.1	0.7	0.7	1.8	1.1	25.9	70.4	45.6
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%
79. SUPPOSE YOU COULD GO BACK TO YOUR COLLEGE DAYS AND START OVER AGAIN: IN VIEW OF YOUR PRESENT KNOWLEDGE, WOULD YOU BECOME A TEACHER?																		
Certainly would become a teacher	32.0%	59.6%	58.4%	37.1%	52.6%	28.6%	52.0%	53.1%	35.7%	45.2%	29.9%	55.1%	55.6%	36.1%	48.2%	...	...	...
Probably would become a teacher	25.5	23.9	24.3	24.4	24.3	23.1	26.7	26.5	24.6	25.7	24.0	25.6	25.5	24.6	25.1	...	...	...
Chances about even for and against	15.8	7.6	7.2	16.3	9.7	17.2	11.4	9.9	16.9	13.0	16.6	9.8	8.6	16.7	11.7	...	...	...
Probably would not become a teacher	18.1	6.7	7.1	16.3	9.6	19.0	7.2	7.3	14.6	10.6	18.7	7.0	7.2	15.1	10.2	...	...	...
Certainly would not become a teacher	8.6	2.2	3.0	5.9	3.8	12.1	2.7	3.2	8.2	5.5	10.8	2.5	3.1	7.5	4.8	...	...	...
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	...	...	...
80. DO YOU PLAN TO CONTINUE TEACHING UNTIL RETIREMENT?																		
Yes	49.0%	50.5%	53.1%	42.2%	50.1%	61.3%	59.1%	57.2%	62.8%	59.8%	56.8%	55.6%	55.3%	56.9%	55.9%	68.2%	85.0%	80.3%
Undecided, probably will	33.5	24.7	24.7	32.8	26.9	26.9	18.6	20.2	22.0	21.0	29.3	21.1	22.3	25.1	23.4	43.7	77.8	66.0
Undecided, probably will not	11.0	14.2	13.0	14.5	13.4	6.5	10.5	10.2	8.3	9.3	8.2	12.0	11.5	10.1	10.9	17.6	75.2	63.4
No	6.5	10.6	9.2	10.5	9.6	5.3	11.8	12.4	6.9	9.9	5.7	11.3	10.9	7.9	9.8	22.7	73.2	65.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53.9%	80.7%	73.3%

Technical Note

The questionnaire was mailed in late March 1956 to 12,098 classroom teachers, a little over 1 percent of the national total. The mailing list was a stratified random sample based on several thousand school directories. All states and all sizes of districts in each state were represented. All the 18 cities 500,000 in population or more were included, some thru the use of 1-percent random samples provided by school authorities.

Return and Weighting

The 5758 blanks returned represented 47.6 percent of those mailed. Incomplete replies were excluded from the tabulations, also those from principals and others with administrative and nonteaching assignments. The 5602 tabulated represented 46.3 percent of those mailed.

The mailing list was planned so as to obtain a usable number of replies from rural districts and from each urban population group. Weights were applied, as shown in Table A, column 4, based on data from the U. S. Office of Education and state education departments. Each group thus contributed to the totals in proportion to its numbers. Weights were applied also to maintain the proper proportions of men and women in each group.

Representativeness

Whatever the effort to avoid bias and to obtain complete returns, one cannot be completely sure that questionnaire replies are representative. The following paragraphs give the evidence basic to the conclusion that the teachers replying were, in general, typical of the total teaching population.

Salaries—The average salary of classroom teachers in 1955-56 was estimated at $4034, based on data from state departments of education. The average salary of teachers in the sample was $4055, only ½ of 1 percent above the estimated figure.

The salary for all classroom teachers in 1955-56 was 5.2 percent higher than in 1954-55. The average salaries of the urban teachers in the questionnaire sample ranged only from 3.3 percent to 6.0 percent above those reported in the 1954-55 biennial salary study of the NEA Research Division. See Table A, columns 5-7.

Class size—Striking similarities are seen in median sizes of elementary-school classes reported (a) earlier in 1955-56 by school superintendents, and (b) by teachers thru the questionnaire. Superintendents reported membership, teachers reported enrolments. Teachers' reports were higher by percents ranging only from 2.4 to 4.4 percent, as shown in Table A, columns 8-10.

One-room schools—Whereas the latest official figures (1953-54) show only 4.1 percent of teachers in one-teacher schools, the questionnaire sample included 6.0 percent.

NEA members—The reporting teachers included 61.9 percent who were NEA members, in contrast to a known 53 percent in the nation as a whole. As Section IX shows, the NEA members reported slightly higher levels of preparation and experience. Also, slightly higher percents of members than nonmembers would again choose to be teachers.

Successive mailings—Two follow-ups were sent, at about three-week intervals. The first set of replies included 53 percent of the total; the second set, 25 percent; and the third, 22 percent. Replies to five different questions were studied for each of the three sets of replies for each of four groups of teachers: (a) rural elementary women, (b) urban elementary women, (c) urban secondary women, and (d) urban secondary men. The replies thus analyzed dealt with preparation, experience, NEA membership, marital status, and willingness to teach again.

No consistent differences among the three sets of replies were noted on any of the five topics. Nearest to a consistent trend was seen in the replies on experience; three of the four groups had slightly higher median years of experience in the second set of replies and one in the third set, but the fourth group showed no change.

The balance—On two objective factors—salaries and class size—the urban sample seems to be sound. The successive sets of replies show no consistent differences. The slightly higher than representative percent of NEA members may introduce a slight bias toward higher preparation, greater stability, and satisfaction with teaching. To some extent this may be offset by the over-representation of teachers from one-teacher schools (the only objective factor by which the rural sample could be tested). Recognizing that the replies may lean somewhat more to the favorable than the unfavorable side, the NEA Research Division believes that the sample is a workable representation of the American public-school classroom teachers of 1955-56.

TABLE A.—BLANKS MAILED, RETURNS, AND WEIGHTS; AVERAGE SALARIES; AND MEDIAN CLASS SIZE

Type and size of school district	Number of blanks mailed	Percent of usable returns	Percent used as weights	Average salaries of teachers			Median number of pupils per elementary-school class		
				Research Division 1954-55	Questionnaire, 1955-56	Percent of increase	City reports	Questionnaire	Percent of difference
1	2	3	4	5	6	7	8	9	10
Rural	3,998	41.9%	40.1%	...	...	...	...	...	...
Urban by population									
500,000 or over	1,350	35.8	11.1	$5,242	$5,554	6.0%	33.8	34.6	2.4%
100,000–499,999	1,350	44.1	13.7	4,292	4,550	6.0	32.2	33.1	2.8
30,000–99,999	1,350	51.2	12.0	4,301	4,538	5.5	29.8	31.0	4.0
10,000–29,999	1,350	52.7	12.9	4,098	4,234	3.3	29.9	31.2	4.3
5,000–9,999	1,350	54.4	6.7	3,811	4,025	5.6	29.5	30.8	4.4
2,500–4,999	1,350	52.7	3.5	3,665	3,799	3.7	29.5	30.8	4.4
Total	12,098	46.3%	100.0%	...	...	...	...	...	...

NATIONAL EDUCATION ASSOCIATION
nea
1857
1957
CENTENNIAL